DOCUMENT RESUME

ED 181 177 CE 021 708

TITLE	A Guide to Developing Adult Career Decision-Making Programs and Services. New Hampshire Plans, Career Education 1978-83. Volume 4 of 4 Volumes.
INSTITUTION	New Hampshire State Dept. of Education, Concord.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	554AH70123
PUB DATE	Aug 78
NOTE	97p.; Not available in paper copy due to light and broken print; For related documents see CE 021 706 and ED 158 411
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Education; *Adult Education Programs; Ancillary Services; Behavioral Objectives; Career Awareness; Career Choice; *Career Education; Career Exploration; *Career Planning; *Community Involvement; Community Organizations; Decision Making; Educational Needs; Experiential Learning; Individual Needs; Interagency Cooperation; Job Training; *Program Development; Program Guides; School Community Programs; *School Community Relationship; Statewide Planning
IDENTIFIERS	*New Hampshire

ABSTRACT

Based on eight goals assessed as desired outcomes for a career-educated person, this guide is an outline of how an educational organization or community agency might develop a career decision-making program for adults. Both parts of the guide's purpose--meeting educational needs and meeting community needs--are discussed, including what is involved in a comprehensive career education program, comprehensive career education services, a program to meet community needs, and community setting services. The following section gives the format for developing a career education program. Eight goals are stated: (1) awareness of personal values, (2) skill and ability awareness, (3) career and educational opportunity awareness, (4) demonstration of decision making skills, (5) demonstration of responsbility and work satisfaction, (6) demonstration of a life role direction, (7) demonstration of job or education seeking skills, and (8) personal job placement. Sub-goals, individual and group activities, references, and resources are then provided for each of the goals. Extensive appendixes, amounting to over one-half of the guide, include measurement instruments, sources of information, goal-attaining recommendations (summary reports of working committees), adult performance level (APL) program objectives for functional competency, and two surveys useful as group discussion tools. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181177 . . .

A Guide To

DEVELOPING ADULT

CAREER DECISION-MAKING

PROGRAMS & SERVICES

__ New Hampshire Plans - Career __
Education 1978-83

Volume 4 of Four Volumes

THIS GUIDE WAS DEVELOPED OVER A TWO YEAR PERIOD BY A VARIETY OF WORKING COMMITTEES DURING 1976-77 AND THE PROGRAM DEVELOPMENT COMMITTEE DURING 1977-78 OF THE NEW HAMPSHIRE STATE ADVISORY COUNCIL FOR CAREER EDUCATION.

THE READER IS REFERRED TO NEW HAMPSHIRE PLANS CAREER EDUCATION 1978-83, VOLUME ONE. GRANTS AND CONTRACTS MAY BE AVAILABLE TO LOCAL AGENCIES TO IMPLEMENT THIS GUIDE AND / OR TO REVISE, EDIT, BROADEN OR IMPROVE IT OVER THE NEXT FEW YEARS.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
OFFICE OF CAREER EDUCATION
AUGUST, 1978

CE 021 708

DISCLAIMER

The material in this publication was prepared pursuant to a grant from the Office of Education, U.S. Department of Health, Education and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Section 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

NOTE: It should be noted that neither members of the 1976-77 nor 1977-78 working committees nor the full assembly of the 1977-78 State Advisory Council for Career Education participated in the final assembly of this document. The contents of this document infer no official endorsement by any individual or organization.

The project staff has made every attempt to convey the work of all committees as its participants intended.

INDEX

THE OUTLOOK THIS GUIDE IS BASED UPON 1
HOW THIS GUIDE WAS DEVELOPED 2
THE DUAL PURPOSE OF THIS GUIDE
TO MEET EDUCATIONAL NEEDS 3, 4
TO MEET COMMUNITY NEEDS 4-6
GETTING THE JOB DONE - TRAINING & FINANCING 6, 7
A SAMPLE ADULT PROGRAM OUTLINE 7-19

APPENDIX

A. MEASUREMENT INSTRUMENTS BY OUTCOME

B. RESOURCES FOR MEASUREMENT INSTRUMENTS

C. SOURCES OF INFORMATION - PART ONE & PART TWO

D. GOAL ATTAINING RECOMMENDATIONS
SUMMARY REPORTS 1976-77 WORKING COMMITTEES
* ADULT POPULATIONS
* POST-SECONDARY
* COLLEGE/UNIVERSITY

E. VOLUME THREE - APPENDIX CONTENT

F. ADULT PERFORMANCE LEVEL / ADULT BASIC EDUCATION

G. GROUP DISCUSSION TOOLS
A SURVEY OF OPINIONS ABOUT WORK
A SURVEY ON PLANNING YOUR FUTURE

GOVERNOR OF NEW HAMPSHIRE

Meldrim Thomson, Jr.

District No. 1	Raymond S. Burton, Woodsville
District No. 2	Malcolm McLane, Concord
District No. 3	Dudley W. Dudley, Durham
District No. 4	Louis D'Allesandro, Manchester
District No. 5	Bernard A. Streeter, Jr., Nashua

NEW HAMPSHIRE
STATE BOARD OF EDUCATION
1977-78

APPOINTMENT		TERM EXPIRES
1973	William P. Bittenbender, Deering Chairman	1983
1974	Mrs. Cathrine R. Caouette, Contoocook	1979
1975	Ivah A. Hackler, Auburn	1980
1977	George F. Hurt, Laconia	1981
1976	Marianne H. Noyes, Ed. D., Salem	1981
1977	vacancy	1982
1969	Edward C. Sweeney, Jr., Keene	1979

COMMISSIONER OF EDUCATION

Robert L. Brunelle, Ed. D.

DEPUTY COMMISSIONER

Neal D. Andrew, Jr., Ph. D.

It is the policy of the New Hampshire Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, and/or handicap.

"LIVE FREE OR DIE"

THE OUTLOOK THIS GUIDE IS BASED UPON

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

OFFICE OF CAREER EDUCATION

Harvard Report on the "Core Curriculum"

As taken from the Chronicle of Higher Education, March 6, 1978

The proposal for a core curriculum presented in this report starts with the search in the 1970's for a general standard for under-graduate education at Harvard. Our focus is on the individual student. What does our Faculty and our university mean when we welcome a student at graduation "to the company of educated men and women"? What are the characteristics of an educated person and how can curricular requirements help to foster these?

The Dean's Report for 1975-76 ("Under-graduate Education: Defining the Issues") attempted to state in very general terms the elements of a standard that meets the needs of the late twentieth century. These elements, reviewed below, underlie the proposed Core Curriculum.

1. An educated person must be able to think and write clearly and effectively.

2. An educated person should have a critical appreciation of the ways in which we gain knowledge and understanding of the universe, of society, and of ourselves. Specifically, he or she should have an informed acquaintance with the aesthetic and intellectual experience of literature and the arts; with history as a mode of understanding present problems and the processes of human affairs; with the concepts and analytic techniques of modern social science; with philosophical analysis, especially as it relates to the moral dilemmas of modern men and women; and with the mathematical and experimental methods of the physical and biological sciences.

3. An educated American, in the last third of this century, cannot be provincial in the sense of being ignorant of other cultures and other times. It is no longer possible to conduct our lives without reference to the wider world within which we live. A crucial difference between the educated and the uneducated is the extent to which one's life experience is viewed in wider contexts.

4. An educated person is expected to have some understanding of, and experience in thinking about, moral and ethical problems. It may well be the the most significant quality in educated persons is the informed judgement which enables them to make discriminating moral choices.

5. Finally, an educated individual should have achieved depth in some field of knowledge. Cumulative learning is an effective way to develop a student's powers of reasoning and analysis, and for our undergraduates this is the principal role of concentrations.

HOW THIS GUIDE WAS DEVELOPED

In 1976-77 twenty-two working committees were assembled to serve several purposes. If we wanted all persons to be career educated what would those persons be able to do and what part would communities, special interests and education have to play to bring about career educated persons?

We identified what a career educated person would be able to do and we gained volumes of knowledge on special areas and concerns of various audiences, special needs, business & industry, urban & rural interests etc. We accumulated reems of reference and resource information especially in regard to persons, organizations, services etc. Every effort has been made to assimilate that information into a sensible framework in this document and in the training planned.

* WHAT A CAREER EDUCATED PERSON SHOULD BE ABLE TO DO *

1. Demonstrate knowledge of the relationship between what they learn and how to use that information in life.
    a. In work.
    b. As productive citizens.
    c. Through constructive use of leisure time.

2. Demonstrate the following behaviors:
    a. Awareness of their personal values and how these values affect their life role(s) past and future.
    b. Awareness of their own skill levels and abilities and knowledge of methods for reassessing them.
    c. Awareness of a wide variety of career and educational opportunities that parallel their values and abilities.
    d. Decision-making skills.
    e. Responsibility in work performance and knowledge of their work satisfactions and rewards.
    f. A life role direction based upon an awareness of their values, abilities and career and educational options.
    g. Appropriate and assertive job-seeking and/or education-seeking skills.
    h. Placement of themselves in a paid or unpaid occupation upon concluding or interupting their education.

During the second year of planning, 1977-78 we assembled a Program Development Committee whose task was to put the previous years information into a workable means of delivery for persons in school, college, or out of school and adults.

This document deals with adults needs in the educational community and the non-educational community.

THE DUAL PURPOSE OF THIS GUIDE

Part One: To Meet Educational Needs

WHO WE ARE TRYING TO REACH

The Volume which preceeds this (Volume III), talks about building comprehensive career education programs into school curriculum from kindergarden through high school. For these students to enter post-secondary education as career educated persons will take some years to come.

A great many students now enrolled, and who will enroll over the next several years, in adult education, post-secondary training and/or college and university are not career decision-making trained or competent.

We hope to encourage the development and accessibility of appropriate programs and services in career decision making for all persons enrolled in educational programs on the post-secondary or adult level.

WHAT IS MEANT BY PROGRAM

A comprehensive career education (decision-making) program in an adult educational setting would include:

1. Accessibility by all students to a credit course or courses that encompass the eight behaviors a career educated person should demonstrate.
2. Cooperation within all programs and by all faculty to build the student's ability to demonstrate knowledge of the relationship between what they learn and how to use it in life.
3. Provision for live experiencing of their career choice early in their training for that career.
4. College and university personnel would be actively involved in research and follow up of student's career choice, appropriateness of training, utilization of community resources and means to improve experiential learning.

The reader is referred to Appendix D Recommendations of the Working Committees 1976-77, Summary Reports.

WHAT IS MEANT BY SERVICES

Comprehensive career education services in an adult educational setting would include:

1. Access to a trained career counselor.
2. Access to a series of resources, references, media etc. that will facilitate one's ability to demonstrate each of the eight career educated person behaviors.
3. Professional assistance in the placement process for one's chosen field.

COMMUNITY COOPERATION AND OUTREACH BY EDUCATION

Part Two of this section, "To Serve Community Needs" bears direct relationship to the educational setting. Adult programs, post-secondary training, colleges and universities must play an active role in meeting the needs of life long learning, late maturing, more access to education by special groups and career changes among the members of the community. An outreach approach in cooperation or collaboration with agencies, services and business and industry is appropriate now and will be ever increasing.

This guide encourages private and public institutions to play an active role in assessing the career decision-making needs of it's own students and the community and to work in cooperation with other agencies and services to meet these needs. Be sure to read the following section.

Part Two: To Meet Community Needs

WHO WE ARE TRYING TO REACH

Anyone sixteen years or older who is not enrolled in an educationally-related institution and who needs career information to make career decisions. For example: the high school push-out, disadvantaged women (coop with WIN program for welfare mothers), rural adults, urban adults, non-English speaking, urban Blacks, unemployed, physically and emotionally handicapped, illiterate or functionally illiterate, alcohol and drug abusers, displaced workers, college drop-outs, skilled adult seeking new career opportunities (i.e. second career, ex-home worker), prisoners and juvenile offenders, new entrants to the job market.

WHAT IS MEANT BY PROGRAM

What comprises an adequate program to meet community needs may vary according to the community and the agency or persons involved. Flexibility in program design would be expected and should reflect the needs of the constituents or audience. In all programs, however, coverage must be given to each of the eight behaviors to be demonstrated by a career educated person.

A program would include:

1. A planned series of individual or group meetings which allow time to build awareness, exploration and preparation of the participants for each of the eight abilities of a career educated person.
2. Provide for appropriately trained and capable facilitators (instructors) to implement each of the group meetings. It is not necessary that one professional "teach" all of the components, however, at least one person of appropriate training should coordinate the program.

SKILLS BUILDING THROUGH PERSONS WHO DAILY DEMONSTRATE THE SKILLS:

In building programs it is suggested that the most appropriately skilled persons in each area be sought to present that part of the program. It is also suggested that where ever possible the instructor or facilitator be as like the audience as possible, or at least that the planner-implementor be well versed in the needs etc., of the audience. Representatives from the community, business & industry etc. should be utilized as instructors, especially in areas of employer expectations, job seeking skills etc.

3. Provisions for the location, length of sessions and number of sessions, all of which should reflect the attention span, ability, needs etc., of the participants.
Because of the special needs of diverse audiences in need of career decision-making skills individually designed programs carried out in the community are needed in addition to college level courses or programs.

WHAT IS MEANT BY SERVICES

In the community setting services takes on a different meaning than in an educational setting.

Services in the community should include:

1. Recognition and/or assessment of the need for career decision making (career education) skills.
2. Skilled persons who are able to provide referral service and information to skilled counselors, appropriate programs and reference and resource materials and sources of materials that relate to career education and career decision-making.
3. Library collections of reference materials, such as those recommended in the sample program in this volume.

WHO SHOULD PROVIDE PROGRAMS

Any agency (service etc.) whose constituents have been assessed as in need of career education and career decision-making skills and whose personnel possess the basic counseling skills and knowledge to develop and implement a career decision-making program should have such a program.

The resources of this guide and the services of the State Office of Career Education can assist in the program development. (See the following section, "Getting The Job Done".)

Agencies etc., whose personnel possess counseling skills, but not career counseling or career program development skills may elect to seek this training for some of their staff in order to build programs to meet community needs. It should be emphasized that all of the need for this service may not be able to be met by local education agencies and that collaboration with such agencies may be the most appropriate way to meet community needs.

JOINT AGENCY APPROACH -
In any one community there may be an overlapping of services or a number of agencies etc. with some constituents who could benefit from a career decision-making program. It is, therefore, recommended that individual services and agencies collaborate as a community to address the best means for meeting the need.

Quality career counseling and program development has many components and utilizes many skills. An agencies knowledge of its own constituents must be combined with the abilities of a skilled counselor-planner or consultant for effective programming to result.

WHO SHOULD PROVIDE SERVICES

Every agency, service and/or organization that deals with youth, women, persons in transition, employment or unemployment,drop outs, etc, etc., should provide career decision-making services.

These services should include:

1. Knowledge of referral to resources, references and materials.
2. Knowledge of referral sources for career decision-making programs.
3. Follow up on the needs of the client to assure they are met.

WHO SHOULD REFER

All agencies, services, etc., who do not have skilled career counselors and who have not developed a career decision-making program should refer clients with this inquiry or need to the appropriate resources and programs.

No agency or personnel without the appropriate skills or comprehensive program development should attempt to administer a partial service or partial program. In order for persons to fully benefit and develop life long abilities as career educated persons, it is felt that all eight behaviors must be covered in a thorough manner and in sequence.

If your agency or service, organization etc., cannot sponsor a program but recognizes clients with the need for these abilities, spend your energy encouraging and working for the development of a full program in your community rather than perpetuating a patch-work situation.

THE RELATIONSHIP OF COMMUNITY TO EDUCATION

The best resources within a community where agencies, organizations or services can seek participation in program development should be your local education agency, i.e., high school administration and guidance, adult education administrator, continuing education personnel in post secondary and college institutions.

Adult education personnel are becoming increasingly aware of their roles in communities, the need for life long learning, the need for programs to meet needs of diverse groups, and the need for programs in collaboration with business and industry. Adult education personnel may not approach community agencies or services to learn of their needs, but hopefully they will have a tuned ear when agencies approach them with their needs.

The suggestion of this guide is that communities including services, organizations, agencies and educational resources assess the career decision-making and program needs of the community and address the solutions for services jointly. (See New Hampshire Plans Career Education 1978-83, Volume Two - Community Involved Master Planning of Local Education.)

GETTING THE JOB DONE

HOW TO ATTAIN FURTHER TRAINING

In New Hampshire Plans Career Education 1978-83, Volume One , an outline for In-Service Training is presented. Upon receipt of federal funding to implement the state plan in each of the next few years, training will be available to both educational and community service personnel. This training will include the development of counseling and career program planning skills for persons who wish to implement such programs.

For persons who would like to develop career decision-making services such as building a resource and reference library as well as referral knowledge, orientation sessions will be available.

The full responsibility for developing career decision-making resource centers dealing with printed references and media will primarily be directed toward library services and personnel associated with formal education and public libraries.

Once public library personnel are oriented to the need for career resources and such centers are established (many already are), a referral point for agency personnel will exist.

Federal funds will also be coming to New Hampshire to supplement Educational Information Centers. Persons wishing to know more about the services of such centers should contact the Federal Project Director for Education Information Centers, c/o The New Hampshire Post-Secondary Education Commission, Concord, N.H.

HOW TO OBTAIN FUNDS FOR PROGRAMS AND SERVICES

The reader is referred to New Hampshire Plans Career Education 1978-83, Volume One, Part Three - Program Development. Though no large sums will be available, grants and contracts will be available to post-secondary institutions, adult programs and service or agencies for adults to implement the use of this guide and/or to design program content.

Appendix C lists a reference guide for securing career education funding from government sources and also from private sources.

In addition to the federal career implementation act funds a variety of funds falling under other agencies etc., contribute to career education goals. These sources include: Educational Information Centers, Title IV, Title IX, CETA and Employment Security. National organizations such as YWCA, YMCA, 4-H, Explorer Scouts and Lions Clubs have generated materials and made note worthy contributions to career program development. One may wish to tap these local resources for information or assistance.

It is further encouraged that community efforts to address this need will help to generate community answers, including some funding, to meet the need.

A SAMPLE ADULT PROGRAM OUTLINE

The following section provides an outline for how an educational organization or community agency might develop a career decision-making program for adults.

The format followed consists of:

GOAL:	A statement for each desired behavior of a career educated person. Eight goals are stated.
SUB-GOALS:	Brief statements that enumerate the various meanings inherent in the goal statement.
ACTIVITIES:	A list of things persons might do individually or in groups to attain the goal.
REFERENCES:	Printed publications and media that can be used by instructors or participants to help attain the goals.
RESOURCES:	People, places or structures, etc., that may be used to help attain the goal.

A career education program ranging from kindergarden through grade twelve would encompass three phases; AWARENESS in the elementary grades, BROAD EXPLORATION AND ORIENTATION in the middle/ junior high school level, and IN DEPTH EXPLORATION AND PREPARATION at the senior high school level.

Persons this volume is attempting to serve may need to have experience in each of these phases in order for them to develop full career educated abilities to maintain for a life time.

It is therefore necessary for program developers to build each of the activities of each goal around AWARENESS, EXPLORATION AND PREPARATION. Each of the phases will be more or less adaptable to each of the eight goals according to the nature of the goal itself, and according to the program developers awareness of his/her constituents.

SEE THE APPENDIX SECTION FOR FURTHER ASSISTANCE IN PROGRAM DEVELOPMENT -

AWARE - EXPLORE - PREPARE

ADULT POPULATIONS

GOAL ONE: Awareness of their personal values and how these values effect their life role (past and future).

Sub-goals:

1. Persons will be aware of what values are.
2. Persons will demonstrate awareness of the sources of their values.
3. Persons will be able to define a set of personal values in social, psychological, physical and moral contexts.
4. Persons will be aware of compatible and conflicting values held by others with particular reference to the work ethic.
5. Persons will demonstrate the effect of values on career selection, and life style, and the interrelationship between them.
6. Persons will be aware of and prepared to deal with any bias among family, society, peers, educators, or employers relative to career choice.

Activities:

1. Expose persons to acceptable role models.
2. Hold group discussions on values and values acquisition.
3. Provide a variety of value clerifying activities to help persons identify personal, social, psychological, physical and moral values.
4. Provide value clerifying activities that help persons recognize compatible and conflicting values held by others.
5. Use guest speakers to provide information on employment laws, bias, affirmative action, equal employment opportunity etc.
6. Discuss assertive behavior patterns to over come biased influences in ones immediate environment.

References:

1. Values Clarification: A Handbook For Practical Strategies For Teachers and Students

   Sid Simon, Howe, & Kirschenbaum - 1972

2. Self Revelation Through Relationships: Ronald B. Levy
   Prentice Hall, Englewood Cliffs, N.J. 1972

3. Self-Incorporated: 16 mm film/ black & white video tape
   Coping Skills, interpersonal problems - Jr. High
   15 segments N.H. State Dept. of Ed. - Division of Instruction, Dr. Muriel Desrosiers 271-2784

4. Shifting Gears: Finding Security in a Changing World
   Nena & George O'Neill
   M. Evnas & Co., Inc., N.Y., N.Y., 1974

5. Breaking Out: Don Biggs
   David McKay & Co., N.Y., N.Y., 1973

6. New Knowledge in Human Values: Abraham H. Maslow: Henry Regnery Co., Chicago, 1970

7. Awareness: Exploring, Experimenting, Experiencing
John O. Stevens; Moab, Utah: Real People Press, 1971

8. Passages: Predictable Crises of Adult Life
Gail Sheehy; E. P. Dutton & Co., Inc., N.Y., 1974-76

9. Composition for Personal Growth: Values Clarification Through Writing
Hawley, Simon, and Britton 1973

General Reference:

10. Research Coordinating Unit, N. H. State Dept. of Education
105 Loudon Road, Concord 271-2197

11. Vocational Resource Center - University of N. H., Durham

Resources:

1. Discussion and group dynamics leaders.
2. Counselors.
3. Equal Access Consultant, N. H. State Dept. of Education, Eivision of Voc-Tech Education
105 Loudon Road, Concord 271-3588
4. Affirmative Action Officers - major industries, colleges and universities
5. Simon and Kirschenbaum, University of Massachusetts at Amherst, Mass.

GOAL TWO: Awareness of their own skill levels and abilities and methods for reassessing them.

Sub-goals:

1. Persons will explore in detail their personal physical abilities and limitations.
2. Persons will explore in detail their mental, psychological, intellectual aptitudes and abilities and limitations.
3. Persons will recognize methods and means to refine their skills, abilities, interests and experiences for their productive adult roles.
4. Persons will learn which skills are most occupationally transferable.

Activities:

1. Make available standardized tests in:
career assessment
interests inventories
aptitude batteries
2. Make available other skill assessment measures in:
dexterity
measurement
3. Run activities that aid individuals to recognize skills used in past experience and interests.
4. Acquaint persons with literature on transferable skills.
5. Compare interests, abilities and skills with those used by workers in various occupations.

References:

1. Career Assessment Instruments for Secondary School Counselors, N. H. Guidelines - N. H. State Dept. of Education - guidance Consultant office, 64 N. Main, Concord, N. H. 271-2664

2. Career Planning Program - American College Testing Program
   P.O. Box 168, Iowa City,
   Iowa 52240 (319) 356-3785

3. Career Information System/Exploring Career Decision-Making
   McKnight Publishing Co., Bob Marsh, N.E. Representative,
   3 Compen Place, Latham, N.Y. 12110 (518) 785-6920

4. What Does Career Education Do For Kids? New Educational Directions,
   Inc., Box 307 Crawfordville, Indiana
   47933 (317) 362-8877

5. The Self Directed Search - A guide to Educational and Vocational
   Planning, John L. Holland, Ph. D.
   Consulting Psychologists Press
   577 College Avenue, Palo Alto, Calif. 94306

6. Toward an Understanding of Career Choice Development in Women
   Betty Daniel-Green
   Transit, Portsmouth, New Hampshire

7. Resources for Decision-Making 1978 - The Psychological Corporation,
   N. Y. Regional Office, 757 Third Ave., N.Y., N.Y. 10017 (212) 888-3515,
   3515, John J. Ahern, 19 Parkway, Woburn, Mass. 01801 (617) 933-1373

8. Transferability of Vocational Skills - The Center for Vocational
   Education, The Ohio State University,
   1960 Kenny Road, Columbus Ohio 43210
   October 1976

Resources:

1. Representatives of the Publishers etc. listed above.
2. Betty Daniel-Green - TRANSIT, Portsmouth, N.H.
3. Gladys M. Bishop, Box 134 Lakeport, N. H. 03246
4. Trained counselors and psychometric persons.
5. N. H. State Dept. of Education, Career Education Office,
   400 State House Annex, Concord 271-2276

GOAL THREE: Awareness of a wide variety of career and educational opportunities that parallel their values and abilities.

Sub-Goals:

1. Persons will explore in detail the relationship between their educational experience or life experience and potential life roles.
2. Persons will investigate in detail the Dept. of Labor Occupational Clusters and the skills used in each.

3. Persons will investigate in detail one or more occupational fields through use of appropriate information resources including interviewing, hands-on experience, shadowing.
4. Persons will explore in detail the education and/or training necessary, where it is available and what it costs, for careers they consider.
5. Persons will explore in detail the economic and employment trends in their community, state and nation.
6. Persons will prepare themselves, through course work etc., for future education and training to gain/maintain the skills necessary for their chosen occupation.

Activities:

1. Provide activities that illustrate, enumerate and list all the abilities persons have gained from experience, education, interests. Compare these with worker traits in various clusters.
2. Seek area resources where persons can be exposed to live work settings, gain hands-on experience, shadow or interview persons doing work in which they have interest and ability.
3. Familiarize Adults with the Occupational Outlook Handbook.
4. Send for free occupational information.
5. Identify and use area libraries for occupational information.
6. Gain and disseminate information from the Department of Labor on labor trends in the community, state, nation.
7. Identify and acquire resources of educational and training sources local and national.
8. Establish contacts with business, industry, services etc. for training.
9. Encourage educational agencies to design accessible programs for mothers, working persons etc.

References:

1. Worker Trait Group Guide - Career Decision-Making Program
   McKnight Publish Co.,
   (see Goal two: Reference #3)

2. The Self Directed Search - (See Goal two: Reference #5)

3. Working - Studdo Turkle

4. Career Development Resources - A Guide to Audio-Visual and Printed Materials for grades K-12
   Harry N. Drier, Jr.,
   Wadsworth Publishing Co., Inc.
   Belmont, Calif. 94002 - 1973

5. Career Resource Centers - Harry Drier, 1977 - The Center for Vocational Education, The Ohio State Univ.
   1960 - Kenny Rd., Columbus, Ohio 43210

6. Made In New Hampshire, - N. H. Dept. of Resources and Economic Development, Park St., Concord, N.H. 03301

7. The Dictionary of Occupational Titles

8. The Occupational Outlook Handbook - U.S. Dept. of Labor, U.S. Government Printing Office, Washington, D.C.

9. I Can Be Anything - Careers & Colleges For Young Women Joyce Slayton Mitchell, Paper $7.95

10. The College Handbook - paper $8.95

11. The College Handbook Index of Majors - $6.95 (Two as companion order $12.95

12. 1978 Catalog of Resources - Career Horizons - National Textbook Co., 8259 Miles Carter Rd., Skokie, Ill. 60076 (800-323-4900)

13. N. H. View - N. H. Occupational Education Resource Center Hamilton Smith Hall, Room 8, UNH Durham 03824 (603) 862-1392

14. Educators Handbook For Secondary Career Guidance Programs N.H. Guidelines - Counseling Consultants State Dept. of Ed., 64 N. Main Street Concord, N.H. 03301

15. Careers In Focus Series - Charles S. Winn, Gregg Division McGraw-Hill Book Co., N.Y., N.Y., 1976

Resources:

1. Career Education Office, N.H. State Dept. of Education 400 State House Annex, Concord 271-2276
2. All College counseling, admission, extention, adult education, continuing education divisions.
3. Public & educational libraries
4. Private business, industry, services, professions
5. Civic, Fraternal Organizations (Lions, Rotary etc.)
6. 4-H Clubs International
7. Chambers of Commerce
8. Dept. of Employment Security
9. Professional libraries
10. Volumes of free literature from occupational organizations - see references in Occupational Outlook Handbook

GOAL FOUR: That persons demonstrate Decision-Making Skills

Sub-goals:

1. Persons can demonstrate an understanding of a decision-making strategy
2. Persons will demonstrate acceptance of the responsibility for the outcomes of their decisions.
3. Persons will demonstrate a strategy for reduction of outside influences in decision-making.
4. Persons will develop and implement a broad career decision.

Activities:

1. Introduce persons to decision-making strategies via literature group discussion and exercizes.
2. Have discussions on the outcomes of choice and the responsibility involved.
3. Provide discussion and role playing activities that similate decisions and the influences of peers, parents, society etc. Identify means by which outside influence can be recognized and put in a context with the decision making strategy.
4. Using any/one of a variety of decision-making resources have persons develop a broad career decision and outline their strategies for how they plan to implement the decision.

References:

1. Decisions and Outcomes - 1972

2. Deciding - 1973, college entrance examination board (CEEB) College Board Publications, Box 2815, Princeton, N.J. 08550 $250/copy (price likely to be outdated) A leaders guide is included free with every 20 copies of student book.

3. How To Decide - A guide for women - Avon Books - paperback $4.95

4. Career Decision Making Skills - A part of the College Board - "Career Skills Assessment Program" 888 Seventh Ave., N.Y., N.Y. 10019 (212) 582-6210

5. Making Vocation Choices: A Theory of Careers, 1973 - Holland

Resource:

1. Representatives from Publishing Co. who will train persons in the use of their materials.
2. Counselor Educators teaching graduate programs in counseling.

GOAL FIVE: That persons demonstrate responsibility in work performance and knowlege of their work satisfactions and rewards.

Sub-goal:

1. Persons will recognize the relationships between their values and work rewards.
2. Persons can list the rewards they would seek from their career.
3. Persons can list what employers expect from employees in regard to responsible work performance and attitudes.
4. Persons can demonstrate an understanding of the free enterprize system.
5. Persons can list what employees should look for in employers such as: company benefits, equal access to all options, affirmative action programs, promotion policy, stock options, retirement etc.
6. Persons would understand the distinction between personal (internal) gratification and external rewards.
7. Persons will experience a variety of work environments to relate to working alone, with others, in groups, in-doors, in noise etc.

8. Persons will understand the relationship of career choice to unions, guilds, certifications, licensure etc.

Activities:

1. Hold group sessions or role playing to illustrate the relationships between values and work rewards.
2. Use career decision materials from publishers to have persons list rewards they'd seek in a career that parallels how they envision their future life style.
3. Have students make up a questionnaire to survey employers on what major skills etc. they seek. Implement the questionnaire and study the results.
4. Acquire packages of materials from personnel offices of large business' etc. to show individuals or groups the various benefits possible beyond salary.
5. Do some role playing or two on two group discussions to bring out how persons seek gratification and rewards. Persons seeking internal gratification may be suited for different career options that persons who need external reinforcement/reward. (Example-A carpenter can see the results of his efforts: a counselor's results are far less tangible)
6. By planning individual or group tours expose persons to a wide variety of work environments and have them write-up or discuss their reactions to each following the visit. Often a variety of environments can be found in one large company.

References:

1. Succeeding in the World of Work - Kimbrell & Vineyard, 1975.

2. Activities for Succeeding In The World of Work - Kimbrell & Vineyard
   The Center for Occupational Education
   University of Massachusetts
   Amherst, Massachusetts

3. The Human Side of Work:
   1. Introduction
   2. Self
   3. Jobs
   4. Issues

   Jack Hruska and Walter Popper, 1974, 1975
   Minnesota Dept. of Education
   Document Section, Room 140
   Dentennial Building
   St. Paul, Minn. 55155

Resources:

1. Speakers from business & industry especially Public Relations & Personnel Officers
2. Speakers from labor organizations, licensing agencies etc.
3. Speakers who can talk about careers and include the personal and material rewards.

Goal Six: That persons demonstrate a life role direction based upon an awareness of their values, abilities and career and educational options.

Sub-Goals:

1. Persons will list the reasons for planning a life role direction.
2. Persons will write a tentative, broad life career plan indicating how they hope to be living and in what career they will be active in 5 years and ten years.
3. Persons will further specify the above plan by writing: their occupational intent for the immediate future.
4. Persons will recognize if further training is necessary in their career plan and will enumerate location and costs of training as well as strategies for gaining training.
5. Persons will explore military options.
   urban/rural options
   bilingual & foreign options
   hobby and avocational interests as career options.
6. Persons will explore educational & training options, accessibility and financial aid.

Activities:

1. Have persons do immagination exercize on where they will be in 5 years (See appendix for exercize detail.)
2. Have persons list the reasons for planning a life role direction. Guest speakers of all ages could influence groups by relating pro &/ or con stories on what planning and lack of planning results in.
3. Have persons write down the life style they hope to living in 5 years Have them establish a budget to accomodate the life style: have them indicate a career that will generate the budget, have them plan the steps, training etc. to arrive at the career. Have group discussion about accuracy.
4. Provide access to military recruiters and information.
5. Provide access to bilingual specialists and corporation personnel who have international work; need for bilingual employees.
6. Show films or bring in speakers or tour areas where an avocation or hobby turned into a career or supplements income.
7. Have persons tour urban or rural settings or have long term experiences in the opposite environment to the one they know best.
8. Do an exercize where persons list how they spend their leisure time. (Simon, Values Clarification strategies #1 &)37 relate these to employability skills.
9. Provide resources, personal and literary, to persons to explore all possibilities for further training and education. Make contacts with business, schools, adult ed. programs, colleges. Have college handbooks available.

References:

1. Values Clarification, Simon, Howe, Kirschenbaum
   Paper $4.95 Hart Publishing Co. 1972
   (available most book stores)
2. The College Handbook - paper $8.96
   The College Handbook Index of Majors - $6.95
   (Handbook & Index as companion order $12.95
   College Board Publications Orders, Box 2815, Princeton, N.J. 08540

3. Technician Education Yearbook, A directory of every school providing technician training. $18.00 Prakken Publications, Inc. 416 Longshore Drive, Ann Arbor, Mich. 48107

Resources:

1. Community Adults
2. American Assoc. of Retired Executives
3. Small Business Administration - (see yellow pages for local agent)
4. Military Recruiters - in your yellow pages under Government Offices-United States
5. Bilingual Resources -
   a. Local school language departments
   b. International Corporations
   c. Robert R. Fournier, Foreign Language Consultant
      New Hampshire Department of Education
      64 North Main Street, Concord, 271-2656
6. Avocational Resources -
   a. John M. Gray, Art & Music Consultant
      New Hampshire State Department of Education
      64 North Main Street, Concord, 271-2402
   b. John G. Coe, Executive Director
      New Hampshire Commission on the Arts
      Phenix Hall, 40 North Main Street, Concord, 271-2789
   c. Walter Smith, Executive Director
      New Hampshire Inter scholastic Athletic Association
      121 North State Street, Concord, 228-8671
   d. Evelyn Zimmerman, Director
      New Hampshire League of Craftsmen
      205 North Main Street, Concord, 224-3375
7. Urban-Rural Resources - See appendix - this document for activities of urban-rural exchange etc.
8. Educational Resources -
   a. Division of Post Secondary Education
      New Hampshire State Department of Education
      163 Loudon Road, Concord, 271-2772
   b. National Association of Trade and Technical Schools
      2021 L. Street, N.W., Washington, D.C. 20036
      (Free directories available)
9. Business Persons/Personnel Officers for in-service training within companies
10. Government and Private grant, Scholarship and award options.

Goal Seven: That persons demonstrate appropriate and assertive job seeking and/or education seeking skills.

Sub-goals:

1. Persons will be familiar with a variety of sources on resumé preparation.
2. Persons will have prepared an effective personal resumé.
3. Persons will have practiced completing a variety of job application forms.
4. Persons will have practiced/role played skills for interviewing.
5. Persons will be able to list a variety of resources where job openings can be found.

6. Persons will be able to list appropriate, assertive job/education seeking behaviors.
7. Persons will have experienced and can demonstrate skill in preparing introductory letters and phone calls.
8. Persons will know how to investigate where their skills can be used and means to bring their skills to the attention of employers.

Activities:

1. Introduce persons to resume writing resources - many available in bookstores.
2. Have persons prepare their own resume.
3. Acquire and duplicate the application forms from a variety of business, government, private association etc. and have persons practice follow-up with discussion.
4. If possible have persons view video tapes of themselves role playing interviews or films on interviewing (many are available)
5. Have persons discuss interviewing behaviors.
6. Bring in a personnel manager, counselor etc. to role play with adults, discuss appropriate interview behavior and preferences on resume and cover letter layout and content.
7. After reviewing resources on job seeking; encourage the listing of places/means to learn of job vacancies - encourage creativity and assertiveness.
8. Role play some interview etc. seeking behaviors that are assertive but could turn someone off, to illustrate the difference between "aggressive" and "appropriately assertive" behaviors.
9. Have persons prepare introductory letters and a variety of alternatives for getting them typed etc.
10. Have guest speakers talk about how they got where they are and/or "success". Use a variety of persons illustrating the interpretations of success as related to personal/professional values. Be sure they cover strategies used in obtaining their position.

References:

1. How to Write Better Resumes by Adele Lewis, 1977 - Paper $2.95
   Barron's Educational Series, Inc.
   113Crossways Park Drive, Woodbury, N.Y. 11797
   (available most bookstores)
2. What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career Changers:, Richard N. Balles - Ten Speed Press, Box 4310 Berkeley, Ca. 94704, 1972, Paper $4.95 + .25¢ postage - available many book stores.
3. Where Do I Go From Here With My Life? A very systematic, practical and effective life/work planning manual for students, instructors, counselors, career seekers and career changes:, 1974
   John C. Crystal & Richard N. Bolles, A Continuum Book - The Seabury Press, 815 Second Ave., N.Y., N.Y. 10017
   $7.95 paper - many book stores.
4. The Career Game - A step-by step guide up the Ladder of Success, Charles Guy Moore, Ph.D., Paper Ballentine Books 27618 $5.95,1976

5. After College...Junior College...Military Service What? The complete career exploration handbook. Newell Brown, 1971 Grosset & Dunlap, Inc. Publishers, N.Y., N.Y. - paper $3.95

6. Placement Services - A Training Manual - Shows you how to plan job placement services in the school system! $8.45. Prakken Publications, Inc. 416 Longshore Dr., Ann Arbor, Mich. 48107
7. Guidelines for Employment Counseling & Placement - Guidance Serive, State Department of Education, Richmond, Virginia 23216, April 1976, (-This has a superior list of references at the end and is a most useful guide-)

Resources:

1. Personnel Managers, counselors -Private Sector - Public Services
2. Employment Security Staff
3. Richard N. Bolles - runs workshops for training of self and counselors- see reference #2 above.
4. Charles Guy Moore, Ph.D., Executive Director, National Institute of Career Planning, 521 Fifth Avenue, N.Y., N.Y. 10017

Goal Eight: That persons will place themself in a paid or unpaid occupation upon concluding or interupting their education.

Sub-goals:

1. Persons will demonstrate self responsibility by placing themself in a paid or unpaid occupation. (The intent here is that persons plan and decide the use of their time, that it doesn't just happen and that one not be unintentionally idle, but constructively occupied.)

Activities: For Program Directors/Counselors

1. Follow-up is recommended at various intervals; i.e., immediately upon persons concluding career program or counseling, at 6 months and 2 years, etc. to validate effectiveness of program.
2. Loop-holes or weaknesses of program should be identified and corrected.
3. Additional resources and references should be constantly sought with up-dating of records etc.
4. Staff seminars and workshops to gain/share knowledge should occur regularly.

1117
KRD:kml
5-24-78

WHAT DOES CAREER EDUCATION DO FOR KIDS ?

A Synthesis of 1975-76
Evaluation Results

APPENDIX A

MEASUREMENT INSTRUMENTS

BY OUTCOME

New Educational Directions, Inc.
a nonprofit service organization
Box 307, Crawfordsville, Indiana 47933

NOTE: THOUGH THE MEASUREMENT INSTRUMENTS WHICH FOLLOW WERE USED WITH GRADE SCHOOL AND HIGH SCHOOL STUDENTS, SEVERAL, ESPECIALLY THOSE FOR GRADES 11-12 MAY BE USED SUCCESSFULLY WITH ADULTS.

Outcome 1a: Reading Achievement

Instrument	Grades Where Used K-3	4-6	7-9	10-12	Number of Studies where used	w/ pos. results at .05	w/ pos. diff. between means
California Achievement Test	X	X	X		8	2	2
Comprehensive Test of Basic Skills	X	X	X	X	1	0	0
Gates-MacGinitie Readiness Test	X				1	0	1
Iowa Test of Basic Skills --Level 10 Form S	X	X			2	0	1
Metropolitan Achievement Test --Total Reading	X	X	X		7	1	3
Science Research Associates --Achievement Series		X			1	1	1
Stanford Achievement Tests			X		1	0	1
Sequential Tests of Educational Progress				X	1	0	0

Outcome 1b: Mathematical Achievement

Instrument	Grades Where Used K-3	4-6	7-9	10-12	Number of Studies where used	w/ pos. results at .05	w/ pos. diff. between means
California Achievement Test	X	X	X		8	3	7
Comprehensive Test of Basic Skills	X	X	X	X	1	0	1
Iowa Test of Basic Skills	X	X			2	0	0
Metropolitan Achievement Test --Total Math	X	X	X	X	7	3	3
Science Research Associates --Achievement Series F Total Math		X			1	0	0
Stanford Achievement Tests			X		1	0	0
Sequential Tests of Educational Progress				X	1	0	0

Outcome 2: Attitudes Toward School

Instrument	Grades Where Used				Number of Studies		
	K-3	4-6	7-9	10-12	where used	w/ pos. results at .05	w/ pos. diff. between means
Career Orientation Battery							
--Attitudes Toward School							
--Form 24	X				2	1	2
--Form 58		X			1	0	0
--Form 912			X	X	3	2	2
Coopersmith Self-Esteem Inventory							
--School	X	X	X	X	11	1	6
School Sentiment Index	X				1	0	0
Self Appraisal Inventory	X				3	0	2
--School		X	X		5	0	2
Self Observation Scales							
--School Affiliation							
--Primary	X				5	0	1
--Intermediate		X	X		6	0	2
--Achievement Motivation							
--Intermediate		X			2	0	1
Survey of School Attitudes	X	X			6	0	2

Outcome 3: Attitudes Toward Work

Instrument	Grades Where Used				Number of Studies		
	K-3	4-6	7-9	10-12	where used	w/ pos. results at .05	w/ pos. diff. between means
Career Maturity Inventory							
--Attitude Scale		X	X	X	34	2	20
Career Orientation Battery							
--Attitudes Toward Work							
--Form 24	X				2	0	2
--Form 58		X			1	1	1
--Form 912			X	X	3	0	3
The Valuing Approach to Career Education Test	X	X			2	2	2
New Mexico Career Education Test Series							
--Attitudes Toward Work				X	2	0	2

Outcome 4a: Career Decision-Making Skills

Instrument	Grades Where Used				Number of Studies		
	K-3	4-6	7-9	10-12	where used	w/ pos. results at .05	w/pos. diff. between means
Assessment of Career Development							
--Exploratory Occupational Experiences			X	X	5	1	3
--Career Planning Knowledge			X	X	8	2	5
--Career Planning Involvement			X	X	5	1	4
Career Development Inventory							
--Planning Orientation			X	X	14	6	11
--Resources for Exploration			X	X	17	5	11
--Composite Score			X		1	0	0
Career Maturity Inventory							
--Goal Selection		X	X	X	25	3	17
--Problem Solving		X	X	X	18	2	14
Career Orientation Battery							
--Decision-Making							
--Form 58		X			1	1	1
--Form 912			X	X	3	1	2
Inventory of Occupational Maturity		X			1	0	1
New Mexico Career Education Test Series							
--Career Oriented Activities Checklist				X	1	0	0
Local Unnamed		X			1	0	1

Outcome 4b: Job-Seeking/Getting Skills

Instrument	Grades Where Used K-3	4-6	7-9	10-12	Number of Studies where used	w/ pos. results at .05	w/ pos. diff. between means
Career Orientation Battery:							
--Job-Seeking Skills							
--Form 912			X	X	3	0	1
New Mexico Career Education Test Series							
--Job Application Procedures Test				X	2	0	2
Interview				X	1	1	1

Outcome 5b: Interpersonal Skills

Instrument	Grades Where Used				Number of Studies		
	K-3	4-6	7-9	10-12	where used	w/ pos. results at .05	w/ pos. diff. between means
Career Orientation Battery							
--Work Behavior-Form 912			X	X	3	0	3
Coopersmith Self-Esteem Inventory							
--Social Self	X	X	X	X	11	0	6
New Mexico Career Education Test Series							
--Career Development Test				X	2	0	2
Self Appraisal Inventory							
--Peers	X	X	X		8	0	4
Self Observation Scale							
--Social Maturity							
--Primary	X				5	1	4
--Intermediate		X	X		6	0	3
--Peer Affiliation							
--Intermediate		X	X		6	0	4

Outcome 6a: Self Appraisal/Self-Esteem

Instrument	Grades Where Used				Number of Studies		
	K-3	4-6	7-9	10-12	where used	w/ pos. results at .05	w/ pos. diff. between means
Career Maturity Inventory							
--Self Appraisal		X	X	X	19	2	11
Assessment of Career Development							
--Item 37			X	X	3	0	1
--Item 38			X	X	3	0	2
Career Orientation Battery							
--Self-Esteem							
--Form 24	X				2	1	2
--Form 58		X			1	0	1
--Form 912			X	X	3	1	2
Coopersmith Self-Esteem Inventory							
--General Self	X	X	X	X	11	0	3
--Total Score	X	X			5	2	3
How I See Myself							
--Elementary	X	X			4	0	2
--Secondary			X		2	0	0
Self-Observation Scale							
--Self Acceptance							
--Primary	X				5	0	3
--Intermediate		X	X		6	0	5
--Self Security							
--Primary	X				5	1	4
--Intermediate		X	X		6	0	3
--Self Confidence							
--Intermediate		X	X		6	0	5
I Feel . . . Me Feel	X				3	0	2
Self Concept and Motivation Inventory	X				2	0	2
Self Appraisal Inventory							
--General Self	X	X	X		8	0	4
--Total		X	X		6	1	3
Local Unnamed	X	X	X		6	1	3

Outcome 6b: Career Information

Instrument	Grades Where Used				Number of Studies		
	K-3	4-6	7-9	10-12	where used	w/ pos. results at .05	w/ pos. diff. between means
Assessment of Career Development							
--Occupational Characteristics			X	X	10	1	8
--Occupational Requirements			X	X	7	0	6
Box Score			X		1	0	1
Career Awareness Inventory							
--K-3	X				4	4	4
--4-6		X			8	3	7
--7-9			X		3	2	2
--10-12				X	3	3	3
Cornell Career Awareness Inventory		X			5	1	4
Career Development Inventory							
--Information and Decision-Making			X	X	20	3	14
Career Education Questionnaire	X	X	X		24	8	20
Career Knowledge Test #1		X	X		3	2	2
Career Knowledge Test #2	X				5	2	3
Career Maturity Inventory							
--Occupational Information		X	X	X	20	2	12
--Planning		X	X	X	25	2	19
Career Orientation Battery							
--Form 24 Technology	X				2	1	1
--Form 24 World of Work	X				2	2	2
--Form 58 Technology		X			1	0	1
--Form 58 World of Work		X			1	1	1
--Form 912 Technology			X	X	3	1	2
--Form 912 Job Requirements			X	X	3	1	3
--Form 912 Nature of Jobs			X	X	3	2	2
Job Skills Test			X		2	2	2
New Mexico Career Education Series							
--Knowledge of Occupations Test			X	X	3	0	0
Occupational Knowledge		X			3	0	2
Local Unnamed	X	X	X	X	11	4	8

Outcome 11: Mixed

Instrument	Grades Where Used				Number of Studies		
	K-3	4-6	7-9	10-12	where used	w/ pos. results at .05	w/ pos. diff. between means
Auto English				X	2	2	2
Career Education Inventory	X				2	2	2
Career Education Test		X			1	1	1
Exploration Test			X		1	1	1
Intermediate Career			X		2	2	2
Occupational Investigation Test			X		1	0	1
Tests with McKnight & McKnight Course			X	X	2	2	2
Texas Career Education Measurement Series Survey Test				X	3	0	1
Variable: World of Work				X	1	0	1
Local Unnamed	X	X	X	X	8	0	5

APPENDIX B

REFERENCES FOR

MEASUREMENT INSTRUMENTS

APPENDIX B

MEASUREMENT INSTRUMENTS

Auto English

Ceres Model: Career Education Responsive to Every Student
John V. Avela, Project Director
Ceres Unified School District
6th and Lawrence Streets
Ceres, California 95307

or

Policy Studies in Education
475 Park Avenue, South
New York, New York 10016

Assessment of Career Development

Houghton Mifflin
One Beacon Street
Boston, Massachusetts 02107

Boxscore

Boxscore
Chronicle Guidance Publications
Moravia, New York 13118

California Achievement Test

CTB-McGraw Hill
DelMonte Research Park
Monterey, California 93940

Career Awareness Inventory

I Believe in Kids
Albert Thomas, Jr., Project Director
Jefferson County School Board
P.O. Box 499
Monticello, Florida 32344

Career Development Inventory

Donald Super
Teachers College
Columbia University
New York, New York 10027

Career Education Inventory

Coordinated Effort for Career Education
Dr. Sidney K. Peveto, Project Director
Grayson County College
6101 Highway 691
Denison, Texas 75020

Career Education Questionnaire

Minnesota Research Coordinating
Unit for Vocational Education
University of Minnesota
Minneapolis, Minnesota 55455

Career Education Test

Coordinated Effort for Career Education
Dr. Sidney K. Peveto, Project Director
Grayson County College
6101 Highway 691
Denison, Texas 75020

Career Knowledge Test (#1)

Highline's Career Alternatives Model
Dr. Ben A. Yormark, Project Director
Highline School District #401
15675 Ambaum Boulevard, S.W.
Seattle, Washington 98166

or

Bureau of School Services and Research
University of Washington
Seattle, Washington 98105

Career Knowledge Test (#2)

Evaluative Research Associates, Inc.
8444 Florissant Road
St. Louis, Missouri 63121

Career Maturity Inventory

CTB/McGraw Hill
DelMonte Research Park
Monterey, California 93940

Career Orientation Battery

New Educational Directions, Inc.
P.O. Box 307
Crawfordsville, Indiana 47933

Comprehensive Test of Basic Skills

CTB/McGraw Hill
DelMonte Research Park
Monterey, California 93940

Coopersmith Self Esteeem Inventory

Self Esteem Institute
934 Dewing Avenue
Lafayette, California 94549

Cornell Career Awareness Inventory

Scholastic Testing Service
480 Meyer Road
Bensenville, Illinois 60106

Exploration Test

Coordinated Effort for Career Education
Dr. Sidney K. Peveto, Project Driector
Grayson County College
6101 Highway 691
Denison, Texas 75020

Gates-MacGinitie Readiness Test

The Psychological Corporation
304 East 45th Street
New York, New York 10017

How I See Myself

Ira J. Gordon
2900 S.W. Second Court
Gainesville, Florida 32601

Intermediate Career

Ceres Model: Career Education Responsive to Every Student
John V. Avela, Project Director
Ceres Unified School District
6th and Lawrence Streets
Ceres, California 95307

or

Policy Studies in Education
475 Park Avenue, South
New York, New York 10016

Inventory of Occupational Maturity

Highline's Career Alternatives Model
Dr. Ben A. Yormark, Project Director
Highline School District #401
15675 Ambaum Boulevard, S.W.
Seattle, Washington 98166

or

Bureau of School Service and Research
University of Washington
Seattle, Washington 98105

Iowa Test of Basic Skills

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Job Skills Test

Highline's Career Alternatives Model
Dr. Ben A. Yormark, Project Director
Highline School District #401
15675 Ambaum Boulevard, S.W.
Seattle, Washington 98166

or

Bureau of School Service and Research
University of Washington
Seattle, Washington 98105

Metropolitan Achievement Tests

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

New Mexico Career Education Test Series

Monitor
P.O. Box 2337
Hollywood, California 90028

Occupational Investigation Test

Coordinted Effort for Career Education
Dr. Sidney K. Peveto, Project Director
Grayson County College
6101 Highway 691
Denison, Texas 75020

Occupational Knowledge

R. W. Heath
Comprehensive Evaluation Project
U.S.O.E.
Contact #EC-9-099017-4424(010)

School Sentiment Index

Instructional Objectives Exchange
P.O. Box 24095
Los Angeles, California 90024

Science Research Associates Achievement Series

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Self Appraisal Inventory

Instructional Objectives Exchange
P.O. Box 24095
Los Angeles, California 90024

Self Concept and Motivation Inventory

Person-O-Metrics, Inc.
Evaluation and Development Services
20504 Williamsburg Road
Dearborn Heights, Michigan 48127

Self Observation Scale

National Testing Service
2526 Erwin Road
Durham, North Carolina 27705

Sequential Tests of Educational Progress

Educational Testing Service
Princeton, New Jersey 08540

Stanford Achievement Tests

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Survey of School Attitudes

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Texas Career Education Measurement Series

Texas Education Agency
Westinghouse Learning Corporation
Measurement Research Center
201 East Eleventh Street
Austin, Texas 78701

The Valuing Approach to Career Education Test

Educational Planning and Evaluation Services
P.O. Box 689
Magnolia, Arkansas 71753

Variable: World of Work

Coordinated Effort for Career Education
Dr. Sidney K. Peveto, Project Director
Grayson County College
6101 Highway 691
Denison, Texas 75020

APPENDIX C

SOURCES OF INFORMATION

APPENDIX C

Sources of Information

PART ONE:

1. Adler, K. A. The Job Resume and Letter of Application. Cambridge, Mass.: Bellman Publishing Co., 1971.

   Source: Bellman Publishing Company
   PO Box 164
   Arlington, Massachusetts 02174

   Price: $2.75 (paper)

2. A Message to Young Workers About Fair Labor Standards Act. United States Department of Labor. Employment Standards Administration. Wage and Hour Division. WH Publication 1236. Washington, D.C.: Government Printing Office, 1971.

   Source: U. S. Department of Labor
   Office of Information-ESA
   3rd and Constitution Avenue, N.W.
   Room C 4331
   Washington, D.C. 20210

   Price: Free

3. Blackledge, Walter L., Blackledge, Ethel H., and Keily, Helen J. You and Your Job. Cincinnati: South-Western Publishing Co., 1967.

   Source: South-Western Publishing Company
   925 Spring Road
   Pelham Manor, New York 10803

   Price: $2.12 (paper)

4. Dreese, Mitchell. How to Get a Job. Chicago: Science Research Associates, 1971.

   Source: Science Research Associates
   259 East Erie Street
   Chicago, Illinois 60611

   Price: $1.60

5. Eisen, Irving. Seven Steps to Finding Your Place in the World of Work. Washington, D.C.: B'nai B'rith Vocational Service, 1971.

   Source: B'nai B'rith Vocational Service
   1640 Rhode Island Avenue, N.W.
   Washington, D.C. 20036

   Price: $1.25 (paper)

6. Federal Child Labor Laws in Farm Jobs. United States Department of Labor. Employment Standards Administration. Washington, D.C., 1976.

   Source: U. S. Department of Labor
   Office of Information-ESA
   3rd and Constitution Avenue, N.W.
   Room C 4331
   Washington, D.C. 20210

   Price: Free

7. Federal Child Labor Laws in Nonfarm Jobs. United States Department of Labor. Employment Standards Administration. Washington, D.C., 1976.

   Source: U. S. Department of Labor
   Office of Information-ESA
   3rd and Constitution Avenue, N.W.
   Room C 4331
   Washington, D.C. 20210

   Price: Free

8. Gelinas, Paul and Gelinas, Robert. How Teenagers Can Get Good Jobs. New York: Richards Rosen Press, 1971.

   Source: Richards Rosen Press
   29 East 21st Street
   New York, New York 10010

   Price: $4.80

9. General Electric. What Students Should Know About Interviewing. Educational Communications, Room 901, 570 Lexington Avenue, New York, New York 10022.

   Source: Educational Communications
   Room 901
   570 Lexington Avenue
   New York, New York 10022

   Price: Free

10. Handy Reference Guide to the Fair Labor Standards Act. United States Department of Labor. Bureau of Labor Statistics. Wage and Hour Division. Washington, D.C., 1976.

    Source: U. S. Department of Labor
    Bureau of Labor Statistics
    PO Box 13309
    Philadelphia, Pennsylvania 19101

    Price: $.65

11. Hummel, Dean L. The Counselor and Military Service Opportunities. Guidance Monograph Series. Boston: Houghton-Mifflin, 1973.

Source: Houghton-Mifflin
1900 South Bativa Avenue
Geneva, Illinois 60134

Price: $2.40 (paper)

12. It's Easy to Hire Teen-Agers. United States Department of Labor. Employment Standards Administration. Wage and Hour Division. Washington, D.C.: Government Printing Office. 1971.

Source: U. S. Department of Labor
Office of Information-ESA
3rd and Constitution Avenue, N.W.
Room C 4331
Washington, D.C. 20210

Price: Free

13. Jobs for Which a College Education is Usually Required. United States Department of Labor. Bureau of Labor Statistics. Washington, D.C.: Government Printing Office, 1974.

Source: Occupational Outlook Service
Bureau of Labor Statistics
Room 2028, GAO Building
441 G Street, N.W.
Washington, D.C. 20212

Price: Free (Reprints available late summer, 1976)

14. Jobs for Which a High School Education is Generally Required. United States Department of Labor. Bureau of Labor Statistics. Washington, D.C.: Government Printing Office, 1974.

Source: Occupational Outlook Service
Bureau of Labor Statistics
Room 2028, GAO Building
441 G Street, N.W.
Washington, D.C. 20212

Price: Free (Reprints available late summer, 1976)

15. Jobs for Which a High School Education is Preferred, but Not Essential. United States Department of Labor. Bureau of Labor Statistics. Washington, D.C.: Government Printing Office, 1974.

Source: Occupational Outlook Service
Bureau of Labor Statistics
Room 2028, GAO Building
441 G Street, N.W.
Washington, D.C. 20212

Price: Free (Reprints available late summer, 1976)

16. Jobs for Which Apprenticeships Are Available. United States Department of Labor. Bureau of Labor Statistics. Washington, D.C.: Government Printing Office, 1974.

Source: Occupational Outlook Service
Bureau of Labor Statistics
Room 2028, GAO Building
441 G Street, N.W.
Washington, D.C. 20212

Price: Free (Reprints available late summer, 1976)

17. Jobs for Which Junior College, Technical Institute, or Other Specialized Training is Usually Required. United States Department of Labor. Bureau of Labor Statistics. Washington, D.C.: Government Printing Office, 1974.

Source: Occupational Outlook Services
Bureau of Labor Statistics
Room 2028, GAO Building
441 G Street, N.W.
Washington, D.C. 20212

Price: Free (Reprints available late summer, 1976)

18. Kahn, Charles, Tong, Robert, and Jue, Wing. My Job Application File. Allan T. Kahn Publishers. Hayward California, 1974.

Source: Allan T. Kahn Publishers
25825 Mission Blvd.
Hayward, California 94544

Price: Obtain price from publisher

19. Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work. Bloomington, Illinois: McKnight & McKnight, 1970.

Source: McKnight & McKnight
Bloomington, Illinois 61701

Price: $9.32

20. Know Your Employment Rights. United States Department of Labor. Manpower Administration. Washington, D.C.: Government Printing Office, 1970 (Revised).

Source: Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402

Price: $.20

21. Lee, Miriam. Jobs in Your Future. New York: Scholastic Book Services, 1973.

Source: Scholastic Book Services
50 West 44th Street
New York, New York 10036

Price: $.95

22. Liebers, A. How to Pass Employment Tests. New York: Arco Publishing Company, 1966.

Source: Arco Publishing Company
219 Park Avenue, South
New York, New York

Price: $5.00 (paper)

23. McDaniels, Carl. Finding Your First Job. Boston: Houghton-Mifflin, 1975. (Accompanying Teachers Guide).

Source: Houghton-Mifflin
666 Miami Circle, N.E.
Atlanta, Georgia 30324

Price: $1.95, $1.50 Teacher's Guide

24. McDaniels, Carl. Job Search Pyramid: 15 Steps in Career Development. Garrett Park, Maryland, Garrett Park Press, 1976.

Source: Garrett Park Press
Garret Park, Maryland 20766

Price: $1.00

25. McDaniels, Carl. The Placement Service. In T. H. Hohenshil and J. H. Miles (Eds.), School Guidance Services: A Career Development Approach. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1976.

Source: Kendall/Hunt Publishing Company
2460 Kenper Blvd.
Dubuque, Iowa 52001

Price: $8.95

26. Monoghan, Patrick. Writing Letters That Sell: You, Your Ideas, Products, and Services. New York: Fairchild Publications, 1968.

Source: Fairchild Publications, Inc.
7 East 12th Street
New York, New York 10003

Price: $6.95

27. The National Apprenticeship Program. United States Department of Labor. Manpower Administration. Washington, D.C.: Government Printing Office, 1972.

Source: Employment and Training Administration
601 D Street, N.W.
Room 10225
PH Building
Washington, D.C. 20213

Price: Free

28. McKay, A. Ernest. The MacMillan Job Guide to American Corporations. New York: MacMillan Company, 1967.

Source: MacMillan Publishing Company, Inc.
866 Third Avenue
New York, New York 10022

Price: $7.95

29. Reefe, John. The Teenager and the Interview. New York: Richards Rosen Press, 1971.

Source: Richards Rosen Press
29 East 21st Street
New York, New York 10010

Price: $4.80

30. Shertzer, Bruce E. Career Exploration and Planning. Boston: Houghton-Mifflin, 1973.

Source: Richards Rosen Press
29 East 21 Street
New York, New York 10010

Price: $5.25

31. Sinick, Daniel. Part-Time, Summer and Volunteer Jobs for Jewish and Other Minority Youth. Washington, D.C.: B'nai B'rith Vocational Service, 1969.

Source: B'nai B'rith Vocational Service
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Price: $2.50 (paper)

32. Splaver, Sarah. Non-Traditional Careers for Women. New York: Julian Messner, 1973.

Source: Julian Messner
1 West 39th Street
New York, New York 10018

Price: $6.25

33. Splaver, Sarah. Non-Traditional College Routes To Careers. New York: Julian Messner, 1975.

Source: Julian Messner
1 West 39th Street
New York, New York 10018

Price: $6.29

34. Splaver, Sarah. Your Career If You're Not Going to College. New York: Julian Messner, 1971.

Source: Julian Messner
1 West 39th Street
New York, New York 10018

Price: $5.79

35. Wasil, Raymond A. Models for "Implementation of Job Placement Services" (Cookbook Model).

Wasil, Raymond A. Pre-Employment (School Pre-Employment Activities, With 13 Mini Unit Booklets).

Wasil, Raymond A. School Follow-Up System (Model and Copy of Follow-Up Format).

Source: "Today" Educational Services, Inc.
192 Somerset Road
Delaware, Ohio 43015

Price: $20.00 (for the three volumes)
$8.00 for individual books

36. Wasil, Raymond A. Data Processing for Job Placement and Guidance.

Source: "Today" Educational Services, Inc.
192 Somerset Road
Delaware, Ohio 43015

Price: $6.00

37. Working Loose. American Friends Services Committee. San Francisco, 1972.

Source: American Friends Service Committee
112 S. 16th Street
Philadelphia, Pennsylvania

Price: $2.00 (paper)

38. Young Farm Workers and the Fair Labor Standards Act. Bulletin No. 1338. United States Department of Labor. Employment Standards Administration. Wage and Hour Division. Washington, D.C.: Government Printing Office, 1971.

Source: U. S. Department of Labor
Office of Information-ESA
3rd and Constitution Avenue, N.W.
Room C 4331
Washington, D.C. 20210

Price: Free

39. You're Hired! Getting the Right Job for You. Learning Resources Center, Virginia Commonwealth University. Instructional Materials Services. Austin, Texas: University of Texas, 1972.

Source: Instructional Materials Services
Division of Extension
University of Texas
Austin, Texas 78710

Price: $5.00-Teacher's Manual
$5.00-Student Activity Book

40. Your Social Security. DHEW Publication No. (SSA) 72-10035. Washington, D.C.: Government Printing Office, 1972.

Source: Local Social Security Office

Price: Free

APPENDIX C

SOURCES OF INFORMATION
PART TWO:

THE MAJOR SOURCES OF CAREER EDUCATION MATERIALS IN NEW HAMPSHIRE INCLUDE:

1. Keene State College, Educational Resource Center, Keene, N.H.
2. Concord Career Education Center, 16 Rumford St., Concord, N.H.
3. Merrimack Valley High School Library - Penacook, N.H.
4. Research & Evaluation Unit, Division of Vocational-Technical Education, N.H. State Dept. of Education, 105 Loudon Road, Concord, N.H. 03301
5. Vocational Resource Library c/o Dr. Nicholas Paul, Vocational Education, University of New Hampshire, Durham, N.H.
6. Office of Career Education, New Hampshire State Department of Education, 410 State House Annex, Concord, N.H. 03301
7. For vocational testing and evaluation: Vocational Testing Center Department of Vocational Rehabilitation, N.H. State Department of Education - Testing Center is in Manchester, N.H.
8. Division of Adult Basic Education - N.H. State Department of Education 64 North Main Street, Concord, N.H.

ADDITIONAL GOAL RELATED RESOURCES:

GOAL ONE: HUMAN INTERACTION AND VALUES CLARIFICATION / UNDERSTANDING OF SELF & OTHERS

NATIONAL UNIVERSITY EXTENSION ASSOCIATION
One Dupont Circle, Washington, D.C. 20036
Family & Personal Development in Adult Basic Education 2.95 each

NOBLE AND NOBLE PUBLISHERS, INC.
750 Third Avenue, N.Y., N.Y. 10017
Your Family and Your Job $2.12
How We Live 2.64
Live and Learn 2.64

STECK-VAUGHN COMPANY
P.O. Box 2028, Austin, Texas 78767
Understanding Yourself 1.68

FOLLETT PUBLISHING COMPANY
1010 West Washington Boulevard, Chicago, Illinois 60607 (Send for full catalog)
Turner-Livingston Reading Series:
The Family You Belong To .87
The Friends You Make .87
The Job You Get .87
The Money You Spend .87
The Person You Are .87
The You That Could Be, Dr. Fitzhugh Dodson (Hardcover Book)

MACMILLAN COMPANY
60 Fifth Avenue, N.Y., N.Y. 10022 (School Division - 866 Third Avenue)

Gateway English (A literature & language arts program)	
A Family Is A Way Of Feeling	$1.05
Coping	1.02
Who Am I	1.05
Teacher's Manual	2.25

McGRAW-HILL BOOK COMPANY
330 West 42nd Street, N.Y., N.Y. 10036

(English for Today Series - Teacher's Texts)		$ 1.05 each
At Home and At School	(Book I)	
The World We Live In	(Book 2)	
The Way We Live	(Book 3)	
Our Changing World	(Book 4)	

ARGUS COMMUNICATIONS
7440 Natchez Avenue, Niles, Illinois 60648

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else, David Campbell, Ph.D.	2.25
I Am Lovable and Capable	
Meeting Yourself Halfway - 31 Value Clarification Strategies For Daily Living Dr. Sidney Simon	

AMACON - Division of American Management Association
135 W. 50th Street, N.Y., N.Y. 10020

A Guide To Personal Risk Taking - Richard E. Byrd	12.95

SCIENCE RESEARCH ASSOCIATES - College Division
1540 Page Mill Road, Palo Alto, California 94304

Your Attitude Is Showing - A Primer On Human Relations	4.50
Your Attitude Is Showing - Leader's Guide	1.25

HUMAN RESOURCE DEVELOPMENT PRESS
Box 222, Amherst, Mass. 01002

The Art of Helping - An Introduction To Life Skills Robert R, Carkhuff, Ph.D.	
The Art Of Problem Solving	5.95

AUGSBURG PUBLISHING HOUSE
426 South Fifth Street, Minneapolis, Minn. 55415

Peer Program For Youth - 1973 Ardyth Hebeisen	3.50
A Group Interaction Plan to Develop Self-Esteem Self-Understanding and Communication Skills	

PRENTICE-HALL, INC.
Englewood Cliffs, New Jersey

Reaching Out - David W. Johnson - Univ. of Minnesota Interpersonal Effectiveness & Self-Actualization	

THE CENTER FOR VOCATIONAL EDUCATION - The Ohio State University
1960 Kenny Road, Columbus, Ohio 43210

"Sugar And Spice Is Not The Answer" A Parent Handbook On The Career Implications of Sex Stereotyping	4.50

KEENE STATE COLLEGE, Keene, N.H. 04331
Women In Transition: A Career Development Model
Carol Lowman (A Paper)

RESOURCES WITHOUT PUBLISHER INFORMATION

Human Values In The Classroom - Robert & Isabel Hawley

Personalizing Education - Values Clarification & Beyond
Leland and Mary Marth Howe

If You Really Knew Me Would You Still Like Me ?
Eugene Kennedy

Self Esteem - Virginia Satir

GOAL TWO: PERSONAL SKILLS ASSESSMENTS AND ABILITIES INFORMATION

OCCUPATIONAL CAREERS ANALYSIS & DEVELOPMENT - DEPT. OF MANPOWER & IMMIGRATION
Strategic Planning & Research, D. Stuart Conger, Director
Union of Canada Building, Dalhousie Street, Ottawa, Ontario
Methods For Human Resource Development (Booklet)

COMMERCIAL EDUCATIONAL DISTRIBUTING SERVICE
P.O. Box 3711, Portland, Oregon 97208
Adult Career Education Counseling & Guidance $22.00
Literature Resources

APPENDIX A & B (this document) Skills Assessment/ Measurement Instruments

APPENDIX E (this document) An outline of the Appendix Content of Volume III

APPENDIX G (this document) Classroom tools - Sample Surveys

GOAL THREE: CAREER INFORMATION

OFFICE OF INDUSTRIAL DEVELOPMENT - DIVISION OF ECONOMIC DEVELOPMENT
DEPARTMENT OF RESOURCES AND ECONOMIC DEVELOPMENT (DRED) STATE OF NEW HAMPSHIRE
P.O. Box 587 / Park Street, Concord, N.H. 03301

Made In New Hampshire - A Directory of Manufacturers &
Manufactured Products $10.00
(Other Valuable Information)

NEW HAMPSHIRE SOCIAL WELFARE COUNCIL - Higher Education
Agency Resource Exchange; Concord, N.H. 03301
A Student Directory of Learning Opportunities in N.H.
Human Services

BRISTOL BOARD OF EDUCATION - Robert J. Edmondson, Director C.E. Program
985 Farmington Avenue, Bristol, Connecticut 06010
"Bristol Shadow Exploration Program"

CENTER FOR INFORMATION ON AMERICA
Washington, Connecticut 06793

GRASS ROUTES GUIDES

The Employer-Employee Relationship	1.15
Corporation & Social Problems: What's The Involvement	
Our Human Resources and Teachers Guide	

COWLES EDUCATIONAL BOOKS, INC.
(Contact N.H. State Dept of Ed./ Adult Basic Education, 64 N. Main, Concord)

Guide to Careers & Professiona	2.96

McGRAW-HILL BOOK COMPANY
330 West 42nd Strett, N.Y., N.Y. 10036

What Job For Me? Series	1.20 each
Burt The Policeman	
Carmen The Beautician	
Ginny The Office Assistant	
Negro Doctor	

SCIENCE RESEARCH ASSOCIATES
259 East Erie Street, Chicago, Illinois 60611

The Job Ahead (Books 1, 2, 3)	4.50 each
Kuder Occupational Interest Inventory	2.50 set

PECIAL SERVICE SUPPLY
Box 705, Huntington, New York 11743

Occupational Education Fact Finding Series	
Parts I, II, III with answer forms	1.45 each

JULIAN MESSNER
Simon & Schuster Bldg., 1230 Avenue of the Americas, N.Y., N.Y. 10020
Books For Career Education & Personal Counseling (A catalog)

NATIONAL TEXTBOOK COMPANY
8259 Niles Center Road, Skokie, Illinois 60076
Catalog of Career Horizon - Career Information Materials

APPENDIX E - The Appendix Content of Volume III

GOAL FOUR AND GOAL FIVE

SEE PREVIOUS RESOURCE LISTS AND APPENDIX SECTION FROM VOLUME III

J. G. FERGUSON PUBLISHING CO.
6 N. Michigan Avenue, Chicago, Illinois 60602

You and Your Job Series	3.00 set
What Is It?	
Where Is It?	
How To Get It	
How To Keep It	
Where Do You Go From Here?	
Instructor's Guide	2.95

GOAL SEVEN: JOB SEEKING AND EDUCATION SEEKING SKILLS

HAWTHORNE BOOKS, INC.
70 Fifth Avenue, N.Y., N.Y. 10011
How To Get A Better Job

SPECIAL SERVICE SUPPLY
Box 705: Huntington, N.Y. 11743
Job Application Skilltext $ 1.35
Fundamental Forms Skilltext $ 1.35

STECK-VAUGHN COMPANY
P.O. Box 2028, Austin, Texas 78767
How To Get A Job And Keep It $ .66

HERMAN PUBLISHING COMPANY, INC.
Professional Books Division - 45 Newbury Street, Boston, Mass. 02116
Job Hunting Guide - Edited by John D. Erdlen 1975 $ 5.95 paper

WARNER BOOKS 81-353
75 Rockefeller Plaza, N.Y., N.Y. 10019
(Send for books with title, price & .35¢ for postage to
Warner Books P.O. Box 690, N.Y., N.Y. 10019)
Woman's Work Book - Abarbanel & Siegel 1975 $ 2.50 paper

NATIONAL INSTITUTE OF CAREER PLANNING
Box 938, Ansonia Station, N.Y., N.Y., 10023
The Career Game - Charles Guy Moore, Ph.D. 1976 $ 10.00 Hard cover

CAHNERS BOOKS, INC.
221 Columbus Ave., Boston, Mass. 02116 1976
Your Career: How To Plan It, Manage It, Change It ?

ANCHOR BOOKS / ANCHOR PRESS / DOUBLEDAY
Garden City, N.Y.
Go Hire Yourself An Employer 1973 - Richard K. Irish 2.95

ACROPOLIS BOOKS, LTD.
2400 17th Street, N.W., Washington, D.C. 20009
How To Make A Habit Of Success, Bernard Haldane 3.50

PRENTICE-HALL, INC.
Englewood Cliffs, N.J. 07632
Making Vocational Choices: A Theory Of Careers 4.95
by John L. Holland

TEN SPEED PRESS
P.O. Box 4310, Berkeley, California 94704
Moving Up - Eli Djeddah 3.95
The Quick Job Hunting Map - Richard N. Bolles 1.25
The Three Boxes Of Life " " " 4.95

PERFORMANCE DYNAMICS, INC. - Publishing Division
17 Grove Avenue, Verona, New Jersey 07044

The Professional Job Hunting System — $?.??
World's Fastest Way To Get A Better Job
by Robert Jameson, Seccnd Edition 1972

THE CARROLL PRESS
Cranston, Rhode Island 02920

The Resume Workbook — $ 5.00 paper
Carolyn F. Nutter, Fourth Edition, 1976

LEHIGH UNIVERSITY
Bethlehem, Pennsylvania

The Occupational Thesaurus Volume 1 & Volume 2, 1971 — $?.??
A Job Guide Handbook for College Major Fields
by Everett A. Teal

GOAL EIGHT: PLACEMENT

PRAKKEN PUBLICATIONS, INC.
416 Long Shore Drive, Ann Arbor, Michigan 48107

Technician Education Yearbook — $18.00 + postage

Placement Services Manual — $ 8.45 + "

COLLEGE PLACEMENT COUNCIL, INC.
P.O. Box 2263, Bethlehem, Pennsylvania 18001

College Placement Annual — ?.??
The official occupational directory of the Regional Placement Associations, providing information of the positions customarily offered to college graduates by principal employers

---

FUNDING RESOURCES

HOUGHTON MIFFLIN COMPANY, BOSTON

CAREER EDUCATION - A Handbook of Funding Resources — ?.??
Third Edition, 1975 Charles W. Ryan

SUPERINTENDENT OF DOCUMENTS - U.S. GOVERNMENT PRINTING OFFICE
Wahsington, D.C. 20402

Guide To Federal Funding In Career Education,
Education And Work And Vocational Education April, 1978

ADDITIONAL RESOURCES OF PUBLICATIONS:

JOSSEY-BASS INC., PUBLISHERS
433 California Street, San Francisco 94104
1978 Catalog of Books - Resources for Higher Education

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
1201 Sixteenth Street, N.W., Washington, D.C.
PLANNING & CHANGE: ESSENTIAL CONSIDERATIONS AND FUNDAMENTAL RELATIONSHIPS David L. Jesser

APPENDIX D

GOAL ATTAINING RECOMMENDATIONS

SUMMARY REPORTS 1976-77 WORKING COMMITTEES

* Adult Concerns
* Post High School
* College/University

WORKING DRAFT

Summary Outlines of Working Committee Notes

ADULT INFORMATION RESOURCES WORKING COMMITTEE

1. PERSONAL OUTCOME #6: That persons use awareness of their values, abilities, career and educational options and decision-making skills to determine a life role direction.

A. NEEDS:

1. Factual Information

a. information on educational and training programs
b. job market information
c. information on financial aid for further training
d. information about supportive services
e. information about health services
f. information about recreation/leisure time activities
g. planning for retirement

2. Personal or Social Skills Training

a. group discussions
b. personal counseling
c. developing a Positive self-image
d. supportive special interest groups
e. job interviewing skills
f. job-seeking skills
g. values clarification
h. decision-making skills
i. coping skills

B. ACTIVITIES:

1. a day-long workshop or conference for disseminating information and exchanging ideas involving all state agencies and individuals dealing with adults to discuss common problems, crises, resources and ideas.

B. ACTIVITIES: - continued

2. make career education resources available to private, non-profit organizations and community groups.

3. investigation of sources of career-related information that are currently available to adults and how much these sources of information are used.

4. career exploration workshops sponsored by various social groups.

5. an active ad campaign to promote attendance at programs.

6. evaluation of resources - are they actually producing results?

7. recommend revision of the resources to eliminate the inefficient and to reduce overlapping and redundancy.

8. set up information networks and outreach programs.

C. WHO ARE WE TRYING TO REACH?

1. Anyone 16 years and older who is not enrolled in an educationally-related institution and who needs career information to make career decisions. For example:

a. the high school push-out b. disadvantaged women c. rural adults d. urban adults e. non-English speaking f. urban Blacks g. unemployed h. physically and emotionally handicapped i. illiterate or functionally illiterate j. alcohol and drug abusers k. displaced workers l. college drop-out m. skilled adult seeking new career opportunities (i.e. second career, ex-home worker) n. prisoners and juvenile offenders o. new entrants to the job market

5/10/77

WORKING DRAFT

Summary Outlines of Working Committee Notes

POST HIGH SCHOOL WORKING COMMITTEE

I. PERSONAL OUTCOME #1: That persons be aware of their personal values and how these values affect their life role (past and future)

A. NEEDS:

1. methods to identify values

B. ACTIVITIES:

1. expose students to acceptable role models
2. let students know the value of the basics (reading, writing, and math)

II. PERSONAL OUTCOME #2: That persons develop, the ability, awareness, and means by which to identify their skill levels and abilities.

A. NEEDS:

1. awareness of abilities and skills needed in specific careers
2. sources of information

B. ACTIVITIES:

1. pre-testing for placement in specific programs
2. presentations by SCORE (Service Corps of Retired Executives)
3. give high school students credits for taking college course work
4. sponsor peer learning programs
5. counseling personnel exercising the distinction between a need for counseling and a need for information

III. PERSONAL OUTCOME #3: That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

A. NEEDS:

1. high school students need wider opportunities to talk with business and college personnel

B. ACTIVITIES:

1. college personnel can educate high school classes regarding career options requiring post high school training
2. high school courses should be on a broad, general level if the career options they lead to require further schooling
3. business and college personnel can keep high schools up-to-date on job availability for career options
4. high schools need to design broad curricula which expose students to basic skill needs in contemporary society, i.e. basic business, basic computers, basic technology
5. liberal arts students should be encouraged to learn a saleable skill
6. encourage parents to participate in awareness and information activities provided for students so that awareness is supported rather than distorted at home
7. counselors should design contracts to insure the integrity of college personnel working with students

IV. PERSONAL OUTCOME #4: That persons know and demonstrate decision-making skills.

A. NEEDS:

1. awareness of the decision-making process
2. opportunities to make decisions

B. ACTIVITIES:

1. encourage instructors to use realistic examples of decisions that are in use in the occupational world or real world his/her course relates to
2. that admission and counseling personnel question the curriculum choice of new students to estimate its validity and reasons
3. form policies whereby admission personnel arrange meetings with faculty or seniors in a major to know the realities from various viewpoints of what the program entails
4. allow student government and other organizations to work with high level administrators to consider and make decisions and in taking responsibility for decisions
5. encourage all faculty, administrators etc, to recognize their place as role models and to illustrate the process and product of their own career and other decisions
6. wherever possible, incorporate role playing and decision-making exercises into curriculum to build decision-making awareness and skills

V. PERSONAL OUTCOME #5: That persons be aware of the relationship of responsible work behaviors as these relate to satisfaction and rewards in work,

A. NEEDS:

1. a closer relationship between work behaviors expected in school and those expected in business and industry
2. effective role-models

B. ACTIVITIES:

1. rarely cal off classes (weather, etc.) as an example that industry doesn't close with the weather and you'll be expected to go there.
2. show example in discipline of overall school or program rules that parallel those in the actual job world.
3. with student and graduate students participation, build dress policy that parallels the needs in business and industry.
4. develop and implement processes and requirements which relate to self-discipline and class attendance. If class is dull it's still a learning situation, part of work life will be dull too.
5. have contracts with business and industry for work-study and other work-learn situations which include attendance requirements and reporting.
6. make outlines for topics to be covered by persons coming from the community to talk to students. Include what they do, the requirements to get, keep and advance in the job, their feelings about what they do including rewards and satisfactions personal and otherwise.
7. set up hypothetical situations in courses and programs that parellel life and role play the events. Outside experts, or persons from the community can play their real part, i.e., employment officer, boss, etc.
8. work experience should be built into programs early in one's college experience for one's personal assessment of the requirements, rewards and satisfactions.

VI. PERSONAL OUTCOME #7: That persons be aware of, and demonstrate, assertive job or further education-seeking skills.

A. NEEDS:

1. job application skills
2. sources of information
3. self-confidence

B. ACTIVITIES:

1. bring in personnel directors to talk with students and tell what they expect.
2. have students know how to prepare resumes.
3. exploration of job market - where and what size etc. of Company - how to look up company data before you apply or go for an interview.
4. give them real skills in helping themselves so they can do it throughout life when they can't depend upon a placement office.
5. acquaint students with Professional Journals in one's area of training.
6. each institution must look at its own students and offer employment-seeking skills that parallel the students needs.
7. build a relationship between industry etc. and the training of students - re-training for company employees, community things that should be taught. Must do follow-through to maintain awareness of the results and response to your project.
8. visit students on the job after they've graduated and meet employers and have follow-through.

VII. PERSONAL OUTCOME #8: That persons place themselves in a paid occupation or further education and training consistent with their awareness, abilities, and aspirations.

A. NEEDS:

1. equal opportunity for all persons.

B. ACTIVITIES:

1. learning institutions can design financial aid policies which do not exclude worthy students.
2. learning institution personnel must be assertive in appealing to government to not write restrictions on financial aid which restrict benefits to worthy students.
3. learning institutions at Post-Secondary/Two Year level should form liaisons with further level sources and utilize the best channels for cooperation.
4. encourage up-dating and skill-building support among employers by offering scholarships, stipends or time allowances for continued study.

5/20/77

WORKING DRAFT

Summary Outlines of Working Committee Notes

COLLEGE/UNIVERSITY WORKING COMMITTEE

A. College/University Working Committee.

The College/University committee believes that each group views career education through its own frame of reference which shapes its perception of the nature and role of career education. The committee considers the following aspects of career education to be particularly important.

Career education should:

1. have an experiential component.
2. help students develop tools for introspection in order to become aware of their values, abilities, career and educational options and decision-making skills to determine a life role direction.
3. help students reconcile their aspirations for life and occupational goals with their educational capabilities, personal qualities and the realities of current and future employment opportunities.
4. focus on the individual.
5. be concerned on the college-university level with broader application of principles, skills and geographical distribution than at the secondary level.
6. involve three components which would enable students (a) to ascertain relevant personal characteristics and the relationship to the world of work; (b) to be able to implement a plan including job search in the world of work; (c) to adapt to changing personal characteristics and changes in the world of work.

B. Career education needs at the college/university level - listed in priority order.

1. Need credit courses on career choice process involving:

   (a) discussion of interest, skills, values,
   (b) how to use sources of information
   (c) experiential education.

2. Need to reconcile difference between aspirations and reality.

3. Need effective counseling and advising.

4. Training for counselors and advisors.

5. Need to be aware of alternative uses for skills and interests.

6. Need for career education to be a part of pre-service teacher education.

7. Need to know where career opportunities will be in the future.

8. Need sources of information about careers - effective communication of that information.

9. Need in-service training of college teachers (and other levels).

10. Need career information in high school.

    (a) career talks to high school students by college personnel or some other delivery system.

    (b) in-service training for education or agency personnel.

Recommendations - listed in priority order.

1. That credit bearing career education courses be offered at the College/University level. See Appendix A for course description.

2. That programs be provided leading to new ways of thinking about work, careers, and life styles. Integration of career and life style.

3. That the N. H. College and University Council (or some other organization) be used as a central clearing house for career education programs in order to avoid duplication. Funding from career education sources should be made available to partially support the central clearing house. See Appendix B for a description of the role of a central clearing house.

4. That students be provided with the tools for introspection.

5. That there be a study of the kind of career information college students have received which influenced their career choices.

6. That career education be client-centered. The individual must do things for himself.

7. That more financial resources be made available for placement activities.

8. That there must be an awareness of all professors of the importance of career education.

9. That the state plan be written from a community perspective, i.e., how can the community be mobilized to achieve the goals of career education.

10. That the colleges and universities recognize their roles and responsibilities to people outside the institutions:

    (a) disadvantaged
    (b) parents
    (c) community

11. That the state have a federal legislative liaison.

12. That there be programs directed toward French Canadians.

D. The College/University committee also suggests that a structure for consideration of career education at the college/university level might well reflect the general goals and mission of the institution. The outline below is suggestive but not all encompassing of what such a structure might include.

Goals - #1 Education of its enrolled students.

#2 Research/development to expand frontiers of knowledge.

#3 Community service/improvement/outreach.

Means to accomplish Goal #1

(a) develop other programs and exemplary courses at one or two institutions to serve as test cases.
(b) offer credit courses in life planning, career decision-making, etc.
(c) adaptation of above courses to the "non-traditional student."
(d) offer in-service programs to make faculty/staff aware of needs of students for these courses.
(e) identify strategies for linking career planning and placement offices with such courses, and with the counseling centers.

Means to accomplish Goal #2

(a) develop a data base of career opportunities on a regional and national level.
(b) via an intermediate agency/agency (NHCUC) collect and collate data on career options, manpower demands, develop models of career planning for constituent institutions, conduct pilot projects, etc.
(c) find a legislative liaison to explore current sources and potential sources of funding for career education and to advocate funds for career planning needs.

Means to accomplish Goal #3

(a) incorporate career planning elements and establish program offerings and other programs for the non-traditional student.
(b) establish training programs for educators "in the field", i.e., secondary school teachers and counselors, Adult Basic Education programs, and for organizations such as N. H. Personnel and Guidance Association.
(c) supplement efforts of TRIO programs, which serve a particular subset of total population (i.e., the "poor," minority groups, etc.).
(d) establish in-service training in career education for college/university faculty.

E. Finally, the College/University committee suggests that the career education needs of communities vary by the type of community in question. Certainly career education needs in the north country are not the same as those in Nashua. The committee suggests that at least three types of communities be considered: urban, suburban, and rural. To achieve a given goal in these three types of communities might necessitate the employment of different strategies. We suggest that the College/University committee that works on the career education plan next year might consider developing appropriate strategies to meet goals in each of these three types of community.

5/23/77

APPENDIX A

CAREER PLANNING COURSE

A Career Planning Course could include exercies, readings, and homework assignments to cover the following topics:

A. Introduction to course - goals & objectives
Discuss students' attitudes toward work and career planning
Discuss theories of career development - Holland, Super, etc.
Discuss tools and terminologies of career development
Administer a pre-course survey to determine where each individual student currently is in the career development process

B. Self Assessment

Interests - what do studentsenjoy doing - self-scoring interest inventories like the Self-Directed Search (Holland) or the California Occupational Preference System could be administered in addition to class exercises

Skills - define them and discuss various types of skills - functional, adaptive, work specific - discuss Fine's hierarchy of skills and the concept of transferability of skills - use format similar to Bolles' Quick Job Hunting Map's Skill section to help students define their own skills in terms of accomplishments

Values/Needs/Personality - discuss values and their role in both personal and work terms - how they affect satisfaction/dissatisfaction - difficult to change and different for everyone - same for Needs (perhaps administer Edwards Personality Preference "Test") and personality - how all 3 factors can influence career choice and satisfaction

Abilities/Aptitude, Educational Achievement - What potentials do students have in various areas - perhaps use College Board Placement Test

Lifestyle Preference - students' visions of their future lifestyles in terms of preference and goals - both personal and work

C. Occupational Investigation

Tools and resources to use in investigating careers and occupations - library research - reading about careers (passive) Informational interviewing - talking with professionals in various fields reality testing - experiential - summer or part time work, volunteer work, or some sort of internship or cooperative education experience

Relate results of occupational investigation to results of self-assessment

Decision-Making - the process - use program similar to Decisions and Outcomes published by College Entrance Examination Board

D. Goal Setting

Students begin to set some occupational and life goals - could use some exercises from PATH program developed by Howard Figler

Strategy - students plan specific strategies for attaining goals including time frame for achievement of various objectives established for attaining overall goal or goals

E. Job Search Skills

Instruction in job search methods - resumé writing, interview skills and general job seeking techniques including resources to use in identifying potential employers

F. Conclusion

Re-administer survey to determine student growth as a result of course
Course evaluation

APPENDIX B

ROLE OF CAREER EDUCATION CENTRAL CLEARING HOUSE

In order to avoid or eliminate unnecessary duplication of programs, planning efforts and/or expenditures of funds in the area of career education, it is recommended that funds be allocated by the state of New Hampshire for a Career Education Coordinator to act as a central resource and clearinghouse for information on career education activities, needs and trends in New Hampshire colleges and universities.

Such a coordinator could provide the following services:

1. Clearinghouse for information on career education programs, research and resources throughout New Hampshire and the country. This information would be regularly disseminated to career professionals in New Hampshire colleges.

2. Provide training seminars/workshops for professionals involved in career education to promote initiation of viable career education programs and/or upgrade existing career programs.

3. Provide support to professional career counselors upon request. This support could include research on topics of concern, assistance in design or development of specific programs, assistance in goal setting and long range planning for career education programs, identification of resource materials, needs assessment, etc.

4. Establish a central resource center to provide clearinghouse information on current career resources. Center would serve as a model career library for professional and student use. Materials could be loaned to colleges for a finite period of time.

5. Provide leadership for initiating and continuing dialogue among career professionals in New Hampshire colleges.

6. Inventory of what is available in the state in career education and coordination.

   (Occupational Education Resource Center at U.N.H. has capability of adding holdings of other centers to their computer.)

APPENDIX E

VOLUME 3 - APPENDIX CONTENT

VOLUME THREE

DEVELOPING CAREER AWARE CURRICULUM

GRADES K-12

THE VOLUME THREE APPENDIX IS COMPREHENSIVE AND SECTIONS MAY APPLY TO ADULT POPULATIONS.

APPENDIX CONTENT

PART I (BLUE)
- Glossary of Terms
- Career Clusters

PART II (GOLD)
- Program Resources (People . Places . Programs)
  - A. Local Resources
    - * Goal Attaining Recommendations - Summary Reports 1976-77 Working Committees
    - * Twenty-three career education programs in practice in New Hampshire
  - B. National Resources
    - * A Word About Resources In General
      Five Ways To Research Information
    - * Sample Curriculum Guides From An ERIC Search
    - * Special Programs - Information
      - CETA Youth - Star counseling series
      - Gifted & Talented - High School Level
      - Special Needs & Handicapped - A Catalog
      - Curriculum sample devoid of sexual stereotypes
      - Experienced Based Career Education (EBCE)

PART III (PINK)
- Publications and Media References
  - A. References For C. E. Goals (High School use)
  - B. N.H. Career Education Resource Identification
  - C. National Publications & Media Resources
    - Sources of Information
    - Standard References
    - Audio-Visual Resource List
    - Vendors for Career Materials & Equipment
    - Media Catalogs
    - Publications/ Publishers Catalogs
    - Newsletters & Subscriptions

PART IV (GREEN) — New Hampshire Business & Organization Resources

PART V (TAN) — Counseling Aids

A. Matching Personal & Job Characteristics

B. Adaptability / Transferability Skills

PART VI (CANARY) — Assessment & Evaluation

APPENDIX F

ADULT PERFORMANCE LEVEL

(APL)

ADULT BASIC EDUCATION

ADULT PERFORMANCE LEVEL

KNOWN AS APL, ADULT PERFORMANCE LEVEL IS A PROGRAM FOR ADULTS TO IMPROVE THEIR BASIC FUNCTIONING IN SOCIETY. THE OBJECTIVES OF AN APL PROGRAM FOR FUNCTIONAL COMPETENCY ARE ATTACHED.

ADULT BASIC EDUCATION

AN EDUCATION PROGRAM WHICH EQUIPS ADULTS WITH BASIC LEARNING SKILLS AND PROVIDES OPPORTUNITIES TO EARN HIGH SCHOOL DIPLOMAS.

FOR INFORMATION ON EITHER OF THESE PROGRAMS CONTACT:

N.H. STATE DEPARTMENT OF EDUCATION
OFFICE OF ADULT BASIC EDUCATION
64 NORTH MAIN STREET
CONCORD, N.H. 03301

APL OBJECTIVES FOR FUNCTIONAL COMPETENCY

OCCUPATIONAL KNOWLEDGE

GOAL: TO DEVELOP A LEVEL OF OCCUPATIONAL KNOWLEDGE WHICH WILL ENABLE ADULTS TO SECURE EMPLOYMENT IN ACCORDANCE WITH THEIR INDIVIDUAL NEEDS AND INTERESTS.

1. OBJECTIVE: To build an oral and written vocabulary related to occupational knowledge.

2. OBJECTIVE: To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

3. OBJECTIVE: To define occupational categories in terms of the education and job experience required, and to know minimum requirements of given occupations.

4. OBJECTIVE: To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.

5. OBJECTIVE: To understand the differences among commercial employment agencies, government employment agencies and private employers.

6. OBJECTIVE: To prepare for job applications and interviews.

7. OBJECTIVE: To know standards of behavior for various types of employment.

8. OBJECTIVE: To know attributes and skills which may lead to promotion.

9. OBJECTIVE: To know the financial and legal aspects of employment.

10. OBJECTIVE: To understand aspects of employment other than financial which would affect the individual's satisfaction with a job.

CONSUMER ECONOMICS

GOAL: TO MANAGE A FAMILY ECONOMY AND TO DEMONSTRATE AN AWARENESS OF SOUND PURCHASING PRINCIPLES.

1. OBJECTIVE: To build an oral and written consumer economics vocabulary. This should be an on-going process through each objective.

2. OBJECTIVE: To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

3. OBJECTIVE: To understand the concepts of sales tax and income tax.

4. OBJECTIVE: To be aware of the basic principles of money management, including knowing the basics of consumer decision-making.

5. OBJECTIVE: To use catalogs, consumer guides and other reference documents to select goods and services.

6. OBJECTIVE: To be aware of factors that affect costs of goods and services and to determine the most economical places to shop.

7. OBJECTIVE: To be aware of the principles of comparison shopping, and to be aware of the relationship of price to quality among brand names, and between "firsts" and "seconds" and to be able to substitute economy for quality according to individual needs.

8. OBJECTIVE: To know the various methods by which goods are packaged and to know which methods are most cost-effective in terms of quality and storage.

9. OBJECTIVE: To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worthwhile value to the individual.

10. OBJECTIVE: To be aware of advertising techniques and to recognize appropriate and inappropriate forms of selling and advertising.

11. OBJECTIVE: To know how to order food and to tip in a restaurant.

12. OBJECTIVE: To be aware of different stores where home furnishings can be purchased and to determine the best buys for essential and luxury items based on individual needs and resources.

13. OBJECTIVE: To determine housing needs and to know how to obtain housing and utilities based on those needs.

14. OBJECTIVE: To know how to buy and maintain a car economically.

15. OBJECTIVE: To know basic procedures for the care and upkeep of personal possessions (home, furniture, car, clothing, etc.) and to be able to use resources relating to such care.

16. OBJECTIVE: To know the various media of exchange and to be familiar with banking services in the community.

17. OBJECTIVE: To develop an understanding of credit systems.

18. OBJECTIVE: To collect information concerning the types of insurance available and to be able to select the best insurance for the individual and his family.

19. OBJECTIVE: To know the resources available to the consumer in the face of misleading and/or fraudulent product/service claims or tactics.

20. OBJECTIVE: To understand the implication of consumption vis-a-vis finite world resources and to recognize that each individual's pattern of consumption influences the general welfare.

HEALTH

GOAL: TO INSURE GOOD MENTAL AND PHYSICAL HEALTH FOR THE INDIVIDUAL AND HIS FAMILY.

1. OBJECTIVE: To develop a working vocabulary related to health, especially as it relates to basic medical and physiological terminology, for accurate reporting of symptoms and following a doctor's directions in applying treatments.

2. OBJECTIVE: To understand how basic safety measures can prevent accidents and injuries and to recognize potential hazards, especially as such hazards relate to home and occupational safety.

3. OBJECTIVE: To know medical and health services in the community.

4. OBJECTIVE: To understand the physical and psychological influences of pregnancy as well as the need for proper prenatal care.

5. OBJECTIVE: To understand the importance of family planning, its physical, psychological, financial and religious implications and to have knowledge of both effective and ineffective methods of birth control.

6. OBJECTIVE: To understand general child rearing practices and procedures for guarding the health and safety of a child and to apply proper action in accordance with needs and resources.

7. OBJECTIVE: To understand the special health needs and concerns of the adolescent (and his parents) and to become acquainted with some ways to ease the transition from childhood to adulthood.

8. OBJECTIVE: To understand what contributes to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

9. OBJECTIVE: To understand the interaction of self as a member of small groups (family, work, club, class) and to use this understanding to promote effective interpersonal coping skills.

10. OBJECTIVE: To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters.

11. OBJECTIVE: To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems.

12. OBJECTIVE: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

13. OBJECTIVE: To understand federal control of various drugs and items for health protection and to understand how public reaction influences this control.

GOVERNMENT AND LAW

GOAL: TO PROMOTE AN UNDERSTANDING OF SOCIETY THROUGH GOVERNMENT AND LAW AND TO BE AWARE OF GOVERNMENTAL FUNCTIONS, AGENCIES AND REGULATIONS WHICH DEFINE INDIVIDUAL RIGHTS AND OBLIGATIONS.

1. OBJECTIVE: To develop a working vocabulary related to government and law in order to understand their functions in society and in the personal life of the individual. This should be an ongoing process as each objective is covered.

2. OBJECTIVE: To develop an understanding of the structure and functioning of the federal government.

3. OBJECTIVE: To investigate the relationship between the individual citizen and the government.

4. OBJECTIVE: To understand the relationship between the individual and the legal system.

5. OBJECTIVE: To obtain a working knowledge of the various legal documents which the individual will need as a member of society.

6. OBJECTIVE: To explore the relationship between government services and the American tax system.

COMMUNITY RESOURCES

GOAL: TO UNDERSTAND THAT COMMUNITY RESOURCES, INCLUDING TRANSPORTATION SYSTEMS, ARE UTILIZED BY INDIVIDUALS IN SOCIETY IN ORDER TO OBTAIN A SATISFACTORY MODE OF LIVING.

1. OBJECTIVE: To build an oral and written vocabulary pertaining to community resources and to define community resources in terms of (a) services to community members and (b) services to persons outside the community or non self-supporting members of society (unemployed, criminals, insane, etc.)

2-3. OBJECTIVE: To know the types of community services provided for members of society including the purposes of and how to gain access to these services.

4. OBJECTIVE: To understand how and when to apply for community services, such as Social Security and Medicare.

5. OBJECTIVE: To know various recreational services available in the community.

6. OBJECTIVE: To be able to utilize information services of the community.

7. OBJECTIVE: To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints.

SUB-SET: TRANSPORTATION

8. OBJECTIVE: To build an oral and written vocabulary of transportation terms, including car insurance terms.

9. OBJECTIVE: To be able to recognize and utilize signs related to transportation needs.

10. OBJECTIVE: To develop a familiarity with transportation schedules, and to calculate fares.

11. OBJECTIVE: To be able to find and utilize information facilities.

12. OBJECTIVE: To learn the use of maps relating to travel needs.

13. OBJECTIVE: To recognize time zone boundaries and understand the concept of daylight saving time.

14. OBJECTIVE: To request information on and make verbal and written travel and overnight accommodations/reservations.

15. OBJECTIVE: To understand the relationship between transportation and public problems.

16. OBJECTIVE: To understand driving regulations, including safety, courtesy, and rules such as having a driver's license, car license plates, etc.

#50

APPENDIX G

GROUP DISCUSSION TOOLS

A Survey Of Opinions About Work

A Survey On Planning Your Future

A SURVEY OF

OPINIONS ABOUT WORK

The purpose of this survey is to learn what various groups believe about work in contemporary America. You are asked to make personal judgments about such things as the quality of working life, factors that determine the level of job satisfaction among American workers, how people choose and succeed in careers, and the proper role of the schools in preparing young people for work. The requested judgments are not about your own job or your attitudes toward it, but rather about jobs and workers in general. You are asked to use whatever knowlege, experience, intuition, or other clues you have available, to judge the nature and role of work in modern life.

A review of published research on work led us to the conclusion that hard evidence concerning the issues presented in this questionnaire is fragmentary at best and, in many cases, contradictory. There are no clearly "right" or "wrong" answers to the questions posed. You are being asked, therefore, not for your verifiable knowledge, but for your personal opinions and beliefs about work and workers.

The word "worker" is used in this questionnaire to include both blue collar and white collar workers, both supervisors and those who are supervised, highly trained and highly paid professionals as well as unskilled laborers. In all cases we are concerned with conditions only in the United States.

The usefulness of this survey is dependent, of course, on how conscientiously the questionnaire is completed by you and other respondents. Your care and candor will be greatly appreciated.

Please do not place your name on this form. Your responses will remain anonymous and will be reported only in terms of group patterns. When you have completed all items, please return the questionnaire in the postage-paid envelope that accompanied this form.

Thank you very much for your help.

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
1978

FOR EACH ITEM, PLEASE CIRCLE THE NUMBER OF THE RESPONSE THAT MOST CLOSELY REFLECTS YOUR OPINION. USE A PENCIL AND FEEL FREE TO CHANGE YOUR ANSWERS.

PLEASE REMEMBER THAT YOU ARE BEING ASKED TO MAKE JUDGMENTS ABOUT PEOPLE AND JOBS IN GENERAL.

PART I. THE NATURE AND MEANING OF WORK

1. It has been said that "all work has dignity." But it has also been pointed out that many jobs today are so dull, routine, and meaningless that they are "dehumanizing to the worker."

   A. Please indicate to what extent you agree or disagree with this statement: "Young people should hold the view that all work, no matter how exalted or menial, has dignity."

   1 Strongly disagree
   2 Disagree
   3 Slightly disagree
   4 Neither agree nor disagree
   5 Slightly agree
   6 Agree
   7 Strongly agree

   B. Considering all jobs that people get paid to do, how many of them do you think could reasonably be characterized as "dehumanizing to the worker"?

   1 None
   2 Very few
   3 Quite a few
   4 About half
   5 Slight majority
   6 Large majority
   7 All

   C. Do you think the proportion of such jobs is:

   1 Decreasing greatly
   2 Decreasing
   3 Decreasing slightly
   4 Staying about the same
   5 Increasing slightly
   6 Increasing
   7 Increasing greatly

2. It has been said that jobs are the central life interest of most people. A contrary view is that the nature of work in modern society is such that most jobs today cannot possibly provide people with a central life interest.

   A. Please indicate to what extent you agree or disagree with this statement: "Young people should NOT expect that their occupation will provide a central life interest; they should be prepared to seek it in activities other than paid employment."

   1 Strongly disagree
   2 Disagree
   3 Slightly disagree
   4 Neither agree nor disagree
   5 Slightly agree
   6 Agree
   7 Strongly agree

   B. Among all American workers, how many of them do you think consider their jobs to be their central interest in life?

   1 None
   2 Very few
   3 Quite a few
   4 About half
   5 Slight majority
   6 Large majority
   7 All

   C. Do you think the proportion of such workers is:

   1 Decreasing greatly
   2 Decreasing
   3 Decreasing slightly
   4 Staying about the same
   5 Increasing slightly
   6 Increasing
   7 Increasing greatly

3. It has been observed that in our society, what people do to earn a living plays a powerful role in determining their sense of identity and self-esteem. Some suggest that this places an unreasonable burden on one's occupation as a means of self-fulfillment, and unjustifiably devalues other kinds of human endeavor.

   A. Please indicate to what extent you agree or disagree with this statement: "Young people should recognize that their personal identity and self-esteem will be determined mainly by their occupations."

      1 Strongly disagree
      2 Disagree
      3 Slightly disagree
      4 Neither agree nor disagree
      5 Slightly agree
      6 Agree
      7 Strongly agree

   B. Do you think the importance of one's occupation as a determiner of personal identity and self-esteem is:

      1 Decreasing greatly
      2 Decreasing
      3 Decreasing slightly
      4 Staying about the same
      5 Increasing slightly
      6 Increasing
      7 Increasing greatly

4. It has been said that many jobs today exist to provide products and services that "serve no real human need."

   A. Considering all jobs that people get paid to do, how many of them do you think could reasonably be characterized as existing to make products or perform services that serve no real human need?

      1 None
      2 Very few
      3 Quite a few
      4 About half
      5 Slight majority
      6 Large majority
      7 All

   B. Do you think the proportion of such jobs is:

      1 Decreasing greatly
      2 Decreasing
      3 Decreasing slightly
      4 Staying about the same
      5 Increasing slightly
      6 Increasing
      7 Increasing greatly

5. It has been said that traditional values are undergoing serious change. Some specific changes that may have occurred in the past 30 years are listed below. Please indicate <u>how</u> <u>much</u> <u>change</u> you think has occurred during the 30-year period since 1947.

	None at all	A little	Quite a bit	A great deal
A. Being "a good provider" is now less important to a man's self-esteem.	1	2	3	4
B. It is now less widely believed that "hard work builds character."	1	2	3	4
C. Less value is now placed on being able to "stand on one's own feet."	1	2	3	4
D. Competitive status-seeking is now less popular as a means of self-fulfillment.	1	2	3	4
E. "Workaholics" are now generally viewed less favorably.	1	2	3	4

PART II. JOB SATISFACTION

6. People derive satisfaction from various aspects of their jobs. Considering jobs and workers in general, how important do you think the following factors are in determining the overall level of job satisfaction?

	Not at all important	Slightly important	Fairly important	Important	Very important
A. Money.	1	2	3	4	5
B. The work itself.	1	2	3	4	5
C. Interaction with coworkers.	1	2	3	4	5
D. Benefits to people who use the product or service.	1	2	3	4	5
E. Identity as a person.	1	2	3	4	5

7. A. How many workers today do you think get substantial satisfaction from non-monetary aspects of their jobs -- that is, from any combination of factors B, C, D, and E in item 6, above.

1 None
2 Very few
3 Quite a few
4 About half
5 Slight majority
6 Large majority
7 All

B. Do you think this proportion is:

1 Decreasing greatly
2 Decreasing
3 Decreasing slightly
4 Staying about the same
5 Increasing slightly
6 Increasing
7 Increasing greatly

8. Twenty-five years ago a majority of people interviewed in a national survey said that if they suddenly found themselves with enough money to live comfortably for the rest of their lives, they would still continue to work. If asked the same question today, what percentage of people would say they would continue to work?

1 Much greater percentage today
2 Greater percentage today
3 About the same
4 Smaller percentage today
5 Much smaller percentage today

9. Considering jobs and workers in general, how important do you think the following factors are in causing workers to be <u>dissatisfied</u> with their jobs?

	Not at all important	Slightly important	Fairly important	Important	Very important
A. Workers are underpaid for the work they do	1	2	3	4	5
B. Some people are paid too much and others too little for the work they do.	1	2	3	4	5
C. Jobs are poorly designed or organized from the workers' point of view.	1	2	3	4	5
D. Workers are capable of more complex tasks than their jobs require.	1	2	3	4	5
E. Workers are unhappy with other aspects of their lives and this spills over into their jobs.	1	2	3	4	5
F. Workers expect more non-monetary satisfaction than jobs could possibly provide.	1	2	3	4	5
G. Workers lack control over important aspects of their work situations.	1	2	3	4	5
H. The skill level of workers is lower than it should be to do the work expected of them.	1	2	3	4	5
I. Workers have negative attitudes toward employers in general.	1	2	3	4	5
J. The products or services that result from the work serve no real human need.	1	2	3	4	5
K. Workers feel that how well they do their jobs doesn't really make any difference.	1	2	3	4	5

PART III. WORKER ORGANIZATIONS

10. Employee organizations such as trade unions and professional associations serve to protect workers' interests. How effective do you think such organizations are today in bringing about the following kinds of change?

	Not at all effective	Slightly effective	Fairly effective	Effective	Very effective
A. Increasing salaries and wages.	1	2	3	4	5
B. Improving equity between the amount of pay received and the value of the work performed.	1	2	3	4	5
C. Improving fringe benefits.	1	2	3	4	5
D. Improving working environments.	1	2	3	4	5
E. Increasing worker control over important aspects of their work situations.	1	2	3	4	5
F. Decreasing unfair discrimination, based on such factors as race, sex, or age.	1	2	3	4	5
G. Increasing the overall level of job satisfaction.	1	2	3	4	5

PART IV. JOB SUCCESS

11. How important do you think the following factors are in determining success on the job, in terms of such things as praise, raises, and advancement?

		Not at all important	Slightly important	Fairly important	Important	Very important
A.	Doing good work.	1	2	3	4	5
B.	Working hard.	1	2	3	4	5
C.	Being flexible.	1	2	3	4	5
D.	Being likable as a person.	1	2	3	4	5
E.	Conforming to employers' rules of punctuality, grooming, etc.	1	2	3	4	5
F.	Loyalty to the organization.	1	2	3	4	5
G.	Avoiding conflict.	1	2	3	4	5
H.	Showing personal initiative.	1	2	3	4	5
I.	Being inventive or creative.	1	2	3	4	5
J.	Subordinating personal values and beliefs to those of the employer.	1	2	3	4	5
K.	Knowing the right people.	1	2	3	4	5
L.	Manipulating other people.	1	2	3	4	5
M.	Luck.	1	2	3	4	5

PART V. CAREER CHOICE

12. Please indicate to what extent you agree or disagree with this statement: "If young people made the necessary effort to understand their own abilities, interests, and values and to learn enough about jobs and occupations, almost everyone could find a reasonably satisfying occupation."

1 Strongly disagree
2 Disagree
3 Slightly disagree
4 Neither agree nor disagree
5 Slightly agree
6 Agree
7 Strongly agree

13. How frequently do you think the following factors act as the primary determiner of the particular occupation a person enters?

		Almost never	Infrequently	In about half the cases	Frequently	Almost always
A.	Personal planning and choice.	1	2	3	4	5
B.	State of the economy.	1	2	3	4	5
C.	Influence of family or close friends.	1	2	3	4	5
D.	Family circumstances.	1	2	3	4	5
E.	Chance.	1	2	3	4	5

PART VI. THE ROLE OF THE SCHOOLS

14. Here is a list of functions that might be performed by public and private schools through grade 12. For each function, please indicate (1) what priority you think should be placed on that function, and (2) how effectively you think the schools are now performing that function.

	YOUR PRIORITIES					HOW EFFECTIVE NOW				
	Very low	Low	Medium	High	Very high	Not at all effective	Slightly effective	Fairly effective	Effective	Very effective
A. Develop competency in reading, writing, and computing.	1	2	3	4	5	1	2	3	4	5
B. Develop specific competency geared to particular occupations.	1	2	3	4	5	1	2	3	4	5
C. Develop competency in making decisions.	1	2	3	4	5	1	2	3	4	5
D. Help students make appropriate career choices and plans.	1	2	3	4	5	1	2	3	4	5
E. Motivate students to achieve career success at levels as high as their aptitudes will allow.	1	2	3	4	5	1	2	3	4	5
F. Develop values, attitudes, and habits generally useful in obtaining and succeeding in paid employment.	1	2	3	4	5	1	2	3	4	5
G. Prepare students with realistic expectations of what they will actually face in the working world.	1	2	3	4	5	1	2	3	4	5
H. Help graduates locate and obtain paid employment.	1	2	3	4	5	1	2	3	4	5
I. Prepare students to find self-fulfillment in pursuits other than paid employment.	1	2	3	4	5	1	2	3	4	5

15. If the schools had the necessary commitment and resources, how effective do you think they could become as an influence on how students view paid employment in their personal lives, that is, the role they see it playing relative to other aspects of their lives, and how they feel about it?

1 Not at all effective
2 Slightly effective
3 Fairly effective
4 Effective
5 Very effective

16. How important do you think the following factors are as influences on how people view paid employment in their personal lives?

	Not at all important	Slightly important	Fairly important	Important	Very important
A. The schools.	1	2	3	4	5
B. The family.	1	2	3	4	5
C. Peers.	1	2	3	4	5
D. Public media.	1	2	3	4	5

PART VII. YOUR INVOLVEMENT IN EDUCATION

17. In what type of organization are you currently employed? If you are employed by more than one type, please indicate your main employment.

1 School system (district, diocese, parish, county office, CESA, BOCES, etc.)

At what level?

A School building

B School district

C Multidistrict

2 State department of education or other state education agency.

3 Federal education agency, including USOE, NIE, FIPSE, and Youth programs in DOL.

4 College, university or other post-secondary education or training institution.

5 Non-government educational R&D organization.

6 Business, industry, or profession other than education.

7 Other (please specify):

18. What type of work do you do in education? If you do more than one type, please indicate your main employment.

1 Teaching or counseling

2 Administration.

3 Perform research or development (defined to include evaluation and curriculum development).

4 Serve on a school board or other advisory or governing body.

5 Serve as a volunteer speaker or resource person in an educational program or course.

6 Other involvement in education (please specify):

7 No personal involvement in education. (If so, skip the remaining questions.)

19. The main work you do in education (item 18, above) is concerned with what grade-level? Please circle as many as apply.

1 Elementary and/or kindergarten.

2 Junior high or middle school.

3 High school.

4 Adult education.

5 Two-year college or technical school.

6 Four-year college or university.

20. The main work you do in education is in what type of course or program? Please circle only one response below.

1 Vocational-technical education.

2 Career education.

3 Other work-oriented education.

4 None of the above, because my main work in education is in other types of programs or courses.

5 None of the above, because my responsibilities are broader than the above labels imply.

A Survey on Planning Your Future

In the next 2 or 3 months, we will be teaching a new curriculum designed particularly to help young women to become aware of the kinds of opportunities, choices, crises, and possibilities that they are likely to face in their lives - and ways that these might effectively be faced. Please try to answer all questions to the best of your ability. This questionnaire is not a test. We need to have some ideas about your knowledge and opinion in these areas, which is why we are asking you to take this questionnaire today. We thank you for your help.

1. Your name: _____

2. Name of high school you attend: _____

3. What grade are you in? (circle one): 9 10 11 12

4. Age (circle one): 13 14 15 16 17 18 19 20

5. Sex: female _____ male _____

6. When you leave high school, which of the following do you plan to do? (check ONE):

   a. _____ Enroll in a four year, liberal arts college (like Plymouth State, UVM, UNH, Castleton State, etc.).

   b. _____ Enroll in a two year community college.

   c. _____ Take vocational or job training courses at a Vocational-Technical school, school of nursing, beautician school, stewardess training, etc.

   d. _____ Start work right away.

   e. _____ other (please specify): _____

7. The most important decision I will have to make before I am 40 is whether or not to: (In the blank spaces to the left of each statement, fill in the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, according to which is most important (1) to least important (9). Please rank them all, except those pertaining only to the opposite sex.

   a. _____ have a career
(girls only) b. _____ be a fulltime mother
   c. _____ decide where I will live
   d. _____ get married
   e. _____ have children
   f. _____ decide how many children to have
   g. _____ go back to school for further education
   h. _____ decide how much money I will be earning
   i. _____ change jobs
(boys only) j. _____ allow my wife to work

(girls only) 8. The life role I think I will most enjoy is: (check ONE, in the space provided at the left)

a. _____ a working single woman
b. _____ a married full time homemaker with no children
c. _____ a mother with an outside full time job
d. _____ a mother with an outside part-time job
e. _____ a married volunteer worker
f. _____ a single volunteer worker
g. _____ a working married woman with no children

9. If you get a job, how confident are you that it will be one that you will like? (check ONE):

a. _____ I am certain I will like my job
b. _____ I am moderately certain I will like my job
c. _____ I am not so sure I will like my job
d. _____ I am very unsure that I will like my job

10. How much do you look forward to working? (check ONE)

a. _____ extremely eager to work
b. _____ quite willing to work
c. _____ willing, but not eager
d. _____ don't want to work

11. Would you take a job you really liked even if it meant earning a lot less money than you could get at a job you didn't like as much? (for example: $2.80 per hour vs. $4.00 per hour). (check ONE)

a. _____ yes
b. _____ no

12. List five personal long term goals, arranging them in order of importance to you.

13. For each of the long term goals you listed above, please list 1 short term goal which will help you attain it.

14. If you were to live alone, what expense items do you see that would be part of your budget?

15. Estimate the cost you think it would be per month if you were to live alone.

16. Check the degree to which the phrases given below best describes you as you would like to be after you have left high school. (check ONE column for each phrase)

		very much the way I want to be	pretty much the way I want to be	not very much the way I want to be	not at all the way I want to be
	a. works part-time				
(girls only)	b. lets men make decisions for me				
	c. enjoy TV more than reading				
	d. content with my life as it is				
	e. involved in community activities				

17. For the following statements, indicate how you feel about each one by writing AS (agree strongly), AM (agree mildly), DM (disagree mildly), or DS (disagree strongly) in the space provided on the left.

a. _____ Women should take increasing responsibilitiy for leadership in solving the intellectual and social problems of the day.

b. _____ Vocational and professional schools should admit the best qualified students, independent of sex.

c. _____ The intellectual leadership of a community should be largely in the hands of men.

d. _____ Women should be concerned with their duties of childrearing and housetending, rather than the desires for professional and business careers.

e. _____ Parental authority and responsibility for discipline of the children should be equally divided between husband and wife.

f. _____ Husbands and wives should be equal partners in planning the family budget.

g. _____ The husband should be regarded as the legal representative of the family group in all matters of law.

h. _____ Women should be given equal opportunity with men for apprenticeship in the various trades.

AS = agree strongly AM = agree mildly DM = disagree mildly DS = disagree strongly

i. _____ It is ridiculous for a woman to run a locomotive and for a man to darn socks.

j. _____ Good luck is more important than hard work for success.

k. _____ I am able to do things as well as most other people.

l. _____ Every time I try to get ahead, something or somebody stops me.

m. _____ Planning only makes a person unhappy since plans hardly ever work out anyway.

n. _____ People who accept their condition in life are happier than those who try to change things.

18. Which of the following best describes your attitude about a mother's working when she has children from the ages of 2-5 years old? (check ONE)

a. _____ she should never do it
b. _____ she should do it only if the money is needed
c. _____ she should do it if she wants to and can find adequate care for her children
d. _____ it is probably better for her and her children if she develops a life of her own through work

19. What are the two most important qualities you have to offer an employer? (check TWO from the following list)

a. _____ pleasant appearance and personality (neat, clean, nice, friendly, etc.)
b. _____ good worker (honest, works hard, dependable)
c. _____ recommendations from former employers (what someone says about your work)
d. _____ skills and abilities (knowledge of a job, qualifications)
e. _____ managerial abilities (decision maker, leader, respected by others)
f. _____ age, maturity

20. Currently, how often do you think about your plans for after high school? (check ONE)

a. _____ often
b. _____ occasionally
c. _____ seldom
d. _____ never

21. Imagine that you are in your late 30's, and your children (if you had any) are in school. What do you feel are the chances that you might then make a major career change (change jobs, get a job, go to school, etc.) (check ONE)

a. _____ very likely
b. _____ possible
c. _____ possible, but not probable
d. _____ very unlikely

22. What follows is a list of important life events that might or might not happen to you. Please indicate how much control you think you will have over whether or not they happen in your life (i.e. will you decide or will it be decided for you). (check the appropriate column for each statement).

	full control	some control	very little control	no control
a. whether I take additional schooling				
b. whether I will take a job				
c. whether I get the kind of job I like				
d. whether I get married				
e. whether I am independent				
f. how much money I will earn				
g. whether I accomplish something of value				
h. where I will live				
i. whether to have children				
j. how many children I will have				
k. whether to change jobs				

23. What do you see as the chances of a person like yourself getting divorced (assuming they got married)? (check ONE)

a. _____ 100%
b. _____ 75%
c. _____ 50%
d. _____ 25%
e. _____ 0%

24. In thinking about having children, which of the following best describes your feelings? (check ONE)

a. _____ I (we) intend to have a child as soon as I can
b. _____ I intend to have children right away, unless it is a real financial burden
c. _____ I want children, but will put off having them until I am sure we have enough money to provide good care for them.
d. _____ My career is at least as important to me as having children, and I will want to get established in my career before becoming a parent
e. _____ I don't plan to have any children.

(girls only) 25. To what extent do you see each of the following as a possible problem in combining marriage and an outside job? (check ONE of the three columns for each line)

	Don't see it as a problem	See it as a mild problem	See it as a serious problem
a. not having enough time with children			
b. not having enough time with husband			
c. not having enough time for housework			
d. husband wanting to be sole breadwinner			

(girls only) 26. If you had a job and were married, to what extent would you expect your husband to help with household responsibilities (i.e. childrearing, cooking, cleaning, etc.)? (check ONE)

a. _____ I would expect him to do an equal share of the household work.
b. _____ He should help, but not necessarily equally.
c. _____ I would encourage it, but it would be up to him.
d. _____ I would ask very rarely, only when necessary (like when I'm sick, etc.).
e. _____ not at all - it's a woman's job.

(boys only) 26. If you were married and your wife had a job, to what extent would you expect to help her with the household responsibilities (i.e. childrearing, cooking, cleaning, etc.)? (check ONE)

a. _____ I would expect to do an equal share of the household work.
b. _____ I would help, but not necessarily equally.
c. _____ I would help out on rare occasions only (like when my wife was sick, etc.).
d. _____ not at all - it's a woman's job.

27. How did or do you feel about the prospect of interviewing for a job? (check ONE)

a. _____ very confident
b. _____ moderately confident
c. _____ moderately unconfident
d. _____ very unconfident
e. _____ like jelly

28. On the following page is a list of jobs, please indicate in the appropriate columns the following: (please CIRCLE the appropriate number in each column)

COLUMN A: Which of the following jobs do you think are <u>not</u> appropriate for women once they have finished high school?

COLUMN B: Which of the following jobs can you see yourself doing once you have finished high school?

Please CIRCLE the appropriate number in each Column

A. not suitable for woman		B. can see yourself doing
1	construction worker	1
2	airline stewardess	2
3	social worker	3
4	secretary	4
5	elementary school teacher	5
6	beautician	6
7	model	7
8	companion (for elderly)	8
9	clerk	9
10	veterinarian	10
11	physical education teacher	11
12	short order cook	12
13	rehabilitation counselor	13
14	registered nurse	14
15	dental assistant	15
16	artist	16
17	news reporter	17
18	telephone operator	18
19	physical therapist	19
20	office worker	20
21	baby sitter	21
22	licensed practical nurse	22
23	chambermaid	23
24	cashier	24
25	mechanic	25
26	home economics teacher	26
27	factory worker	27
28	gas station attendant	28
29	plumber	29
30	librarian	30
31	recreation director	31
32	bank teller	32
33	dietician	33
34	nurse's aide	34
35	security guard	35
36	cab driver	36
37	day care center worker	37
38	police	38
39	bookkeeper	39
40	custodian	40
41	cocktail server	41
42	lawyer	42
43	gardener	43
44	radio announcer	44
45	forest service	45
46	house tender	46
47	postal worker	47
48	accountant	48
49	musician	49
50	English teacher	50
51	occupational therapist	51
52	farmer	52
53	truck driver	53
54	chef	54
55	receptionist	55
56	dress maker	56
57	homemaker	57

29. In planning a family, what do you think are the most important considerations?

30. Assume that you are out of school, have a job, and are not married. You have 5 hours of free time each evening. Assign each of the activities listed below a certain amount of time in minutes or hours. If there is an activity you would not do, write a 0. Be sure that the total time adds up to 5 hours.

HOURS	ACTIVITY
a. _____	TV
b. _____	being with friends
c. _____	reading
d. _____	individual activities (e.g. hobbies, horseback riding)
e. _____	group activities (e.g. folk dancing, sports, parties)
f. _____	community work (e.g. volunteer work)
_____	TOTAL (should total 5 hours)

WITH GRATEFUL APPRECIATION

In order to prepare this guide a multitude of resources and references were used. From all from whom we have borrowed your best efforts, we are genuinely grateful. For valuable material we may have missed we apologize ... write us and tell us about it.

No materials were taken from sources with reproduction restrictions.